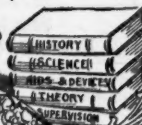


THIS NUMBER.



# AMERICAN JOURNAL OF EDUCATION

UNIVERSAL EDUCATION  
THE SAFETY OF A REPUBLIC



VOL. XXXIV, No. 3.

ST. LOUIS, MO., MARCH, 1901.

ONE DOLLAR PER YEAR.



THE MUSICIAN.

## CONTENTS.

## EDITORIAL.

A Position of Great Importance .....	6
Illinois .....	6
Iowa .....	6
The Educational Benefits .....	6
Selected—School-house of the Future .....	8

## COMMUNICATIONS.

What Distinguished Men Think of Manual Training .....	9
Words—Their Use and Abuse .....	10
Hints on the Teaching of English .....	11
Science and Nature Study .....	12
Character .....	12

## EDUCATIONAL FOCUS.

Educational Value of Music .....	13
Learning a Language by Letter Writing .....	13
School Routine Work .....	13
Discipline of Obstacles .....	13

## CURRENT EVENTS.

14

## PRACTICAL METHODS.

The Indolent School Boy's Wail .....	16
Language Review Work .....	16
History—Outline for the Study of the Revolutionary War .....	17
Original Test Problems .....	18

## LIBRARY.

20

## LITERARY NOTES.

22

I receive your paper regularly and regard it as one of the best papers I take. I take twelve.—W. J. Rowley, County School Commissioner, Bowling Green, Mo.

## MAYNARD, MERRILL &amp; CO.

Publish approved Text-Books in Reading, Writing, Drawing, Spelling, Arithmetic, Algebra, History, Language Work, Grammar, English Literature, Rhetoric, Physiology, Psychology, Physics, Political Economy, Mythology, Music, etc. BOSTON. NEW YORK. CHICAGO.

## Teachers Wanted

50 page manual  
free—send for it.  
Usual Fee not required.

## VACANCIES FOR SEPTEMBER.

Primary and Grammar grade teachers (many), - \$450 to \$ 800  
High school teachers—Latin, Eng., Science, Math., - 600 to 1000  
Critic teachers: State Normals (four), - - - 800 to 1200  
ANNA M. THURSTON, MANAGER,  
Thurston Teachers' Agency, 378 Wabash Av., Chicago.

## The Colorado Teachers' Agency,

1543 Glenarm Street,  
DENVER, - - - COLORADO.

FRED DICK, Ex State Superintendent, Manager.

## The Central Teachers' Agency,

Agency can render you such efficient service. We have constant calls for first-class teachers for all grades of Public School and College work. Write us and we will tell you honestly what we can do for you. Reference Book free.

RUGGERY BLDG., Middle, Central or Southern States, enroll with us. No other  
ADAMS & COMPHER, Managers.

## The Martin Teachers' Bureau,

G. H. MARTIN, A. B., Manager  
Flushing, Mich.

Teachers seeking positions should write at once. Prompt and efficient service.

SUMMER SESSION  
CORNELL UNIVERSITY

July 5 to August 16, 1901.

84 Courses in 19 Departments. Single tuition, \$25. Inexpensive living. For Circular and Book of Views, address  
THE REGISTRAR, CORNELL UNIVERSITY,  
Ithaca, N. Y.

## WANTED.—TEACHERS

AND EVERYBODY ELSE to know I make a specialty of writing cards at 15c dozen—all the rage—very dandy. Engrossing, also, lettering names in Diplomas, 20c each. Lessons in Penmanship by mail, 12 lessons \$3.00—sure to please. Trial lesson and fine specimens business and ornamental penmanship, 25c. Try me; I will surprise you. Enclose stamp for sample cards. Address  
J. G. BATEY, Penman,  
Cattlet, Tenn.

The Kent Teachers' Agency  
Chama, New Mexico,

Can be of more assistance to you, if you contemplate going west, than any other Agency. Do not neglect to register at once. Full particulars for a stamp.  
A. R. KENT, Manager.

## The Educational Exchange

Enjoys the confidence of teachers and employers because it is a Legitimate Business on CONSERVATIVE LINES. We should be pleased to explain our plan to you. Address,  
HENRY SABIN,  
Manhattan Bldg. DES MOINES, IOWA.

## THE CLARK TEACHERS' AGENCY

B. F. CLARK  
378-388 Wabash Ave.  
CHICAGO

Twelve (12) Years in Chicago. Send for "OUR PLATFORM" giving full information about methods and scope of our work.



PERRIN & SMITH,  
EDITORS AND PROPRIETORS.

Terms, per year, in advance .....\$1.00  
Single Copy ..... .10

## ANNOUNCEMENT.

The American Journal of Education is published at \$1.00 per year. New subscriptions can begin at any time. If you fail to get your paper, notify us by postal card.

This Journal is published every month, and entered at the post-office at St. Louis, Mo., and admitted through the mails at second-class rates.

Change of Address.—Subscribers must notify us of any change in their address, giving both the former and present address, otherwise they are responsible for the paper if sent to a former address, until ordered stopped, or address changed.

There Are Two Ways of conducting a newspaper. One is to drop every subscription instantly on the expiration of its term, and the other is to continue the paper until a request to discontinue is received. If THE AMERICAN JOURNAL OF EDUCATION pursues the former method it would be dealing summarily and perhaps unjustly with thousands of its readers who wish the paper continued, but are not always able to pay on the instant. However, if the second method is followed, it may appear to a few, certainly a very few, that we are taking advantage of the postal regulations to saddle the paper on unwilling readers. We cannot afford to lose friends of either class. Therefore, we will establish the following rules, which will be just to all, unfair to none, and merciful to many: (1) Every subscriber can tell, by looking at the tab on the paper he receives, when his subscription has expired, and can advise us if it is his desire to stop the paper. (2) If we do not receive such notice, the paper will be continued, and the subscriber expected to pay for each year's subscription.

Always Send Money by P. O. Money Orders, Express Money Orders or Registered Letters.  
Address PERRIN & SMITH,  
Publishers.  
217 Olive Street, St. Louis, Mo.

## TEACHERS WANTED

Four thousand positions filled. Sixteen years.

Frequent vacancies in all kinds of schools for which we have no suitable candidates. Many of them choice positions. Write for particulars.  
Address C. J. ALBERT, Manager,  
THE ALBERT TEACHERS' AGENCY,  
Central Music Hall, Chicago.

## TEACHERS: We mail free our

100 page catalogue of Teachers' School Supplies, Embossed, Mounted, Frosted, Chromo Reward and Gift Cards, Reward, Gift and Teachers' Books, Speakers, Plays, Drills, Marches, Dialogues, Recitations, Tableaux, Dramas, Comedies, Farces, Entertainments, Alphabet, Number, Drawing, Reading, Prize, Honor, Merit, Credit, Perfect Cards, School Aids, Reports, Diplomas, Certificates, etc.  
Address, A. J. FOUCH & CO., Warren, Pa.

## TEACHERS: Send for catalogue of

Chromo Reward and Souvenir Cards, Drawing, Composition, Language, History, Reading, Alphabet, Busy-Work, Number, Sentence, Perfect, Honor, Merit, Credit, and Prize Cards, Speakers, Dialogues, Plays, Entertainments, Drills, Marches, Tableaux, and Teachers' Books, School Aids, Diplomas, School Reports, Certificates, and various useful supplies for teachers. Address, A. J. FOUCH & CO., WARREN PA.

## The TEACHERS' EXCHANGE

of Boston, 258 Washington Street,

RECOMMENDS TEACHERS, TUTORS and SCHOOLS.  
5th year. 20 states. Correspondence invited.

I heartily recommend the Journal—  
W. Edward Campbell, Marine, Ill.

I think that every teacher in active  
ing.—J. M. Kilbreth, Wolf Creek, Ill.

I have received the Journal the last  
year and think well of it. I shall have  
no hesitancy to recommend it to teach-  
ers who desire a fearless educational  
paper.—Frank A. Johnson, Superinten-  
dent Morgan County Schools, Jackson-  
ville, Ill.

If we take the good we find all about  
heaping measures day by day.

# UNIVERSITY OF THE STATE OF MISSOURI,

FOUNDED IN 1840

Has departments of Language, Science,  
History, Economics, Philosophy, and Peda-  
gogy, and also of Law, Medicine, Engi-  
neering (Civil, Electrical, Sanitary, and Me-  
chanical), Agriculture, Horticulture, En-  
tomology, Veterinary Science, and Mechanic  
Arts, all at Columbia, Mo. Instruction is  
given in Military Science and Tactics also,  
and in Stenography and Business Forms.

All Departments Open to Women.  
Tuition Free.

Fourteen buildings, supplied with water,  
steam heat, and electricity. New Greenhouse  
and laboratory of Horticulture. New labora-  
tories of Physiology, Bacteriology, and  
Pathology in Medical department. Furni-  
ture, library, and equipment for scientific and  
technical work all new.

Ninety Professors, Instructors, and  
Assistants in the whole University.

Examinations for entrance are held in Col-  
umbia during the four days preceding the  
opening of the university. For cadetship  
apply to your senator or representative.  
The school of Mines and Metallurgy at  
Rolla, is a department of the University.

For catalogue, address,  
IRVIN SWITZLER, Registrar,  
Columbia, Mo.

IT'S THE BEST  
THE

KNICKERBOCKER SPECIAL,  
.. VIA ..

Big Four Route,

.. FROM ..  
—ST. LOUIS—  
.. TO ..

NEW YORK  
BOSTON  
CLEVELAND  
BUFFALO  
NIAGARA FALLS.

—ST. LOUIS—  
.. TO ..

INDIANAPOLIS  
CINCINNATI  
AND WASHINGTON, D. C.

**Any Time YOU WANT A BOOK**

no matter what kind,  
at publishers' prices,  
sent postpaid to your  
address, write to

**PERRIN & SMITH PRINTING CO.,**  
ST. LOUIS, MO.



## Start Right!

Pupil co-operation in Government  
by the Citizen and Tribune plan a  
success.

Send stamps for sample pin  
and a little booklet by John T.  
Ray, Prin. John Crerar School  
Chicago, giving rules, plans  
and suggestions for its introduction. 50,000  
children now using it. The only successful plan  
for country and graded schools. **We make the**  
pins and all kinds of photo buttons, badges,  
class pins, &c. Send for sample and prices.

**CITIZEN PIN CO.,**

14 and 16 Pacific Ave., Chicago, Ill.

## FREE Book Store by Mail. Wholesale Prices.

Write for our catalogue; 416 pages, 6x9 inches; post-  
age 6 cents. Advertises 15,000 Books, Bibles,  
Periodicals, etc., etc., at Wholesale Prices.  
All books carried in stock. Best catalog ever print-  
ed and sent free of charge.

**THE BOOK SUPPLY CO., 266-8 Wabash Ave., Chicago**

**IRON  
MOUNTAIN  
ROUTE**

—TO—

**ARKANSAS,  
TEXAS,  
MEXICO AND  
CALIFORNIA.**

Elegant Through Service,  
via this, the True South-  
ern Route,

TO THE

Winter Resorts of the Southwest.

WRITE Company's Agents for  
particulars.

H. C. TOWNSEND,  
6. P. and T. A., ST. LOUIS, MO.

**THE CONTINENTAL LIMITED,**  
**NEW EAST FAST TRAIN VIA THE WABASH**

Leave St. Louis daily 9:00 a. m.  
Arrive New York next day 8:30 p. m.  
For further information, address  
C. S. CRANE, G. P. & T. A.,  
St. Louis.

**MAGNIFICENT THROUGH TRAIN—DINING CAR.**

## —THE— CHICAGO & ALTON R. R.

ONLY STONE BALLASTED TRACK.

## Solid Vestibuled Trains

—BETWEEN—

ST. LOUIS AND CHICAGO,

ST. LOUIS AND KANSAS CITY,

KANSAS CITY AND CHICAGO.

Palace Reclining Chair Cars Free.

Pullman Compartment Sleepers.

Ask your own Home Ticket Agent for tickets  
via the Chicago & Alton Railroad, or write to

GEO. J. CHARLTON,

General Passenger and Ticket Agt.,  
CHICAGO, ILL.

D. BOWES,

Assistant Gen. Passenger Agent,  
Carlton Bldg., 6th and Olive Sts.,  
ST. LOUIS, MO.



Awarded Gold Medal at Paris Exposition, 1900.

**BEWARE OF IMITATIONS!**



## THE PERRY PICTURES

**ONE CENT EACH, Postpaid**

No orders by mail for less than 25 pictures. On paper 5½ x 8.

**120 for \$1.00**

Send 2-cent stamp for Catalog and these four pictures:  
321 Sistine Madonna 800 Christ and the Doctors.  
618 The Shepherdess. Le Rolle. 809 The Angelus.

## THE PERRY PICTURES, EXTRA SIZE

**FIVE CENTS EACH, Postpaid**

For five or more. On paper 10 x 12. We have these new subjects in stock:

- |   |                                      |
|---|--------------------------------------|
| Ex 812 Washington                       | Ex 708 Landscape with Mill           |
| Ex 115 Martha Washington                | Ex 1101 Christ and the Fishermen     |
| Ex 1421 Lincoln Statue                  | Ex 3200 Lost                         |
| Ex 1173 Victory of Samothrace           | Ex 8310 Madonna and Child. Sichel    |
| Ex 683 Divine Shepherd                  | Ex 1425B Niagara Falls               |
| Ex 815 "He is Risen"                    | Ex 952 The Golden Stair              |
| Ex 586 End of the Journey               | Ex 919 The Deer Pass                 |
| Ex 49 Hawthorne                         | Ex 553 On the Alert                  |
| Ex 501 Oxen Going to Work.              | Ex 542 An Old Monarch                |
| Ex 540 Ploughing                        | 596 A Helping Hand                   |
| Ex 571 Virgin, Infant Jesus, & St. John | 655 A Reading From Homer             |
| Ex 661 Repose in Egypt                  | 1738 Bridge and Castle of St. Angelo |

Also others. Send 25 cents for any five, or 50 cents for ten.

## THE PERRY PICTURES, SMALL SIZE

**ONE-HALF CENT EACH, Postpaid**

No orders by mail for less than fifty of the Small Size.

**PICTURES IN COLORS.** Birds, Animals, Fruits, Minerals, etc., Two Cents Each. No orders by mail for Pictures in Colors for less than 25 cents.

**THE PERRY MAGAZINE.** Fully Illustrated. It teaches how to use pictures in school and home. Address

**THE PERRY PICTURES CO., Box 11, Malden, Mass.**

## TEXT AND SONG BOOKS FOR SCHOOLS

### THE NATURAL MUSIC COURSE

By FREDERICK H. RIPLEY and THOMAS TAPPER

Primer - - - \$0.30 Reader, No. 3 - - \$0.35  
Reader, No. 1 - .30 Reader, No. 4 - .35  
Reader, No. 2 - .35 Reader, No. 5 - .50

Natural Advanced Music Reader, \$1.00

### THE NATURAL MUSIC SHORT COURSE

Book I. For Elementary Grades - \$0.35

Book II. For Advanced Grades - .40

### THE MODEL MUSIC COURSE

By J. A. BROEKHOVEN and A. J. GANTVOORT

Primer - - - \$0.25 Fourth Reader - \$0.40  
First Reader - .30 Fifth Reader - .40  
Second Reader - .30 Sixth Reader - .40  
Third Reader - .30 Manual for Teachers .50

### POPULAR SONG BOOKS

BETZ's Gems of School Song - \$0.70  
BREWSTER and THOMAS's Song Stories and Songs for Children - .60  
FRANKLIN SQUARE Song Collection:  
Nos. 1, 2, 3, 4, 5, 6, 7, 8 - Each .60  
MATHEWS's Songs of All Lands - .50  
McCASKEY's Favorite Songs and Hymns - .80  
NEIDLINGER's Earth, Sky and Air in Song. Book I. .70; Book II. .80

Descriptive circulars of the above Text and Song Books sent free on application.

**American Book Company**  
CINCINNATI

**Burlington  
Route**

## 3 GREAT TRAINS

**No. 41 "BURLINGTON-NORTHERN PACIFIC EXPRESS"** to Kansas City, St. Joseph, Portland, Puget Sound. Northwest, via Billings, Montana.

**9.00 A. M.**  
DAILY

**No. 5 "NEBRASKA-COLORADO EXPRESS,"** one night to Denver, for Colorado, Utah, Pacific Coast. Also for St. Paul and Minneapolis.

**2.05 P. M.**  
DAILY

**No. 15 FOR KANSAS CITY, ST. JOSEPH, Denver, Council Bluffs, Omaha, Nebraska, Colorado, Pacific Coast.**

**9.00 P. M.**  
DAILY

**CITY TICKET OFFICE,**  
Southwest Corner Broadway and Olive Street.

**HOWARD ELLIOTT,**  
General Manager.

**J. G. DELAFLAINE,**  
City Passenger Agent.

**L. W. WAKELEY,**  
Gen'l Pass. Agent.

## The Mobile & Ohio R. R.

The Safe and Comfortable  
Route for Citronelle and other  
Southern Winter and Summer  
Resorts.

Two finely equipped, wide vestibuled,  
Pintch lighted trains, carrying through  
Pullman Palace Sleeping Cars, daily in  
each direction between

**ST. LOUIS  
AND MOBILE**

making close connection with lines from  
the North, East and West, Cuba and the  
WEST INDIES.

### THE NEW

**"Florida and St. Louis Limited"**

Sleeping Car Line daily  
between

St. Louis, Montgomery and  
Jacksonville, Florida.

For further information apply to

F. L. HARRIS, Gen'l Agent,  
C. RUDOLPH, D. P. A.,  
508 Olive St., St. Louis, Mo.

C. M. SHEPARD, Gen. Pass. Agt.,  
J. T. POE, Gen. Traffic Mgr.,  
Mobile, Ala.



# AMERICAN JOURNAL OF EDUCATION

UNIVERSAL EDUCATION  
THE SAFETY OF A REPUBLIC

VOL. XXXIV. No. 3.

ST. LOUIS, MO., MARCH, 1901.

ONE DOLLAR PER YEAR

## EDITORIAL

### A POSITION OF GREAT IMPORTANCE.

"I have a motion much imports your good."—Shake.

The discussion of the place and work of the High School, and the teachers in the High School, is one.

We welcome it. Only good can grow out of this discussion.

At a recent meeting of the Michigan School Masters' Club one of the strongest and most potent educational organizations in that state, Principal S. O. Hartwell, of Kalamazoo, read a paper conceded by all to be one of the best of the session, on "The Equipment of the High School Principal."

We have not room for all of this valuable document. We present a few excerpts.

Principal Hartwell said: "The march of events has raised our public high schools to a position of greater importance than ever before. Their growth in the last ten years is too well known to need description.

"In the North Central States the enrollment in public secondary schools, in the year 1890-91, was a little over 104,000; in 1898-99 (the latest figures obtainable) it was as much over 242,000. In the same way the amount and character of the work done has been strengthened in the last decade. The change in the last thirty years has well nigh amounted to a revolution. And the trend of progress seems to denote a farther advance.

"The changes incident to this growth and improved organization have naturally brought to the principal increased labor but they have enlarged his opportunity and his responsibility as well.

"The difference in degree is becoming a difference in kind until to the native ability supposed to be found hitherto in public servants of this class there is now added a demand for professional training but lately unheard of. The post has become a professional one, and the principals themselves should be the first to recognize the fact. To do so is not to magnify one's office—rather failure to do so means the acceptance of too low a standard.

"The daily problems of the principal of a large school are, to some degree, comparable to those of the executives of higher institutions; the difficulties in a small school are sometimes even more acute.

In the high school the question of the adjustment of work to the pupil, of the pupil to his work, and of different de-

partments to each other, bring problems as perplexing and varied as those found at any stage of the pupil's advancement. These have lately increased by the broadening of courses and the extension of the elective system. To meet them successfully a man must either have great ability, or a training that shall equip average ability and judgment to do efficiently a highly organized work.

"Brains are fairly plentiful, but talent is not sown broadcast. Brains, then, developed by good training, must always be looked for to meet the requirements of this profession, as of all others."

"The high school principal cannot afford to be, has no right to be, a specialist. He needs the broadest intellectual equipment he can secure, coupled with a working knowledge of scientific methods."

"The high school teacher must break away from traditional theories as to relative value, and so broaden his intellectual sympathy as to be able to appreciate the worth of all honest intellectual effort."

"Most emphatically the gospel of work is to be the salvation of our schools. But rightly interpreted that gospel lies in rousing the individual to stronger effort by fitting work to immediate conditions. This can never be done unless quick, though well-poised, sympathy is added by those in charge to the careful study of conditions."

"To meet the professional requirements of the high school teacher demands a culture, which Charles Dudley Warner has called, 'That fine product of scholarship and opportunity to which learning bears the same relation that mere manners do to the gentleman.' They include trained administrative power, trained sympathy. As the field grows and the demands of the principal's position increase, even genius and virtue will halt wearily unless strengthened by such equipment. With it the average man is ready to meet the daily broadening opportunity."

A strong brilliant paper, that the pupils and patrons of our high schools will do well to read.

Plain plodding industry mixed with good sense, is talent. These are noble gifts near akin to genius. These qualities rightly trained and constantly exercised serve to manifest the supreme goodness of the soul. How many there are who have this goodness without the talent of expressing it. How thankful we should be for the teacher, and to the teacher, who trains us how to express the charm of those words formed to enchant the soul. It is a divine emotion which inspires eloquence.

Cheap products make cheap men.

## ILLINOIS.

"Make me happy in your unity."—Shake.

The teachers of Illinois are wisely, cordially and effectively co-operating with State Superintendent Bayliss to bring to every child in the state the best things, in the way of an education, that care, thought, experience and money can bring. This helpful co-operative spirit prevails, from Galena to Cairo—in all classes of schools—from the State University on to the most modest, humblest teacher in the far-away district school.

This means a great host of intelligent people all united and working to the same end.

The total number of teachers at work in the state, as reported by Superintendent Bayliss, is 26,313. The average wages paid is \$54.30 per month.

The permanent policy of the school system of the state, under Superintendent Bayliss' recommendation and the co-operation of the teachers, is likely to become so liberal that whenever a pupil has completed the required course of study in a country school and has received the county superintendent's certificate to that effect, he shall be entitled to attend the nearest accredited high school free of all charge of tuition."

At the last meeting of the St. Clair County Teachers' Association the principal subject discussed was the centralizing of the township school, a bill providing for which is now before the Legislature.

The teachers were all in favor of the centralizing plan, that is one central school in each township, and to have conveyances to convey the children to and from the school, the School Board to use the school funds to defray the expense.

Ohio, Iowa, Kansas and other states are adopting the plan of conveying the children to school with the most satisfactory results.

## IOWA.

"As if allegiance in their bosoms sat,  
Crowned with faith and constant loyalty."—Shake.

Hon. Richard C. Barrett, State Superintendent of Iowa, seems to have won his way early and completely to the hearts of the people, the teachers and the tax-payers of Iowa.

The last annual session—the forty-sixth—of the State Teachers' Association was one of the most successful and profitable ever held. The committee wisely provided a very attractive program, the result was an enrollment of over 1,300 of the leading teachers and educators of the state.

At the close the following officers were elected for the ensuing year:

President, A. W. Stuart, Ottumwa; first vice-president, J. P. Huggett, Cedar Rapids; second vice-president, Principal E. U. Graff, Red Oak; third vice-president, Superintendent A. J. Lillie, Independence; secretary, W. F. Barr, Des Moines; executive member, Superintendent H. E. Kratz, Sioux City; members of the council, President MacLain and Superintendent A. T. Hukill, of West Waterloo.

Already, as a result of State Superintendent Barrett's efforts, in twenty-five counties the children are conveyed to and from school in more or less of the districts with the very best results.

In the counties of Buchanan, Cerro Gordo, Cedar, Dallas, Emmet, Floyd, Grundy, Hardin, Hancock, Henry, Howard, Ida, Jackson, Johnson, Lee, Madison, Marshall, Mills, Mitchell, Monona, O'Brien, Palo Alto, Pottawattomie, Sioux and Winnebago this plan is followed with such splendid results that the plan is likely to be largely extended this year.

Gov. Shaw is not only deeply interested in the education of the boys and girls from the country, but co-operates vigorously with the State Superintendent of Schools.

The township high school is doing much to solve this problem, giving to the ambitious sons and daughters of farmers an opportunity to get something beyond the district and without the pain and expense of going far away from home.

Twelve counties have already taken advantage of the law permitting the establishment of township high schools.

These counties are Audubon, Emmet, Green, Harrison, Johnson, Jasper, Linn, Madison, Monona, Mitchell, Pottawattomie and Pottawattomie.

The establishment of a high school at a central point in each township gives the children of the rural districts educational advantages equal to those enjoyed by the children in the city.

Of course as Superintendent Barrett states all these improvements lead to better school buildings better equipment, a larger supply of books, charts, maps and apparatus, and then naturally follows a concentration of people of wealth and effort, to aid in making good schools.

The large expenditure implied in these better appointments is wise economy, for the cost per pupil is really much less than the cost in small and widely separated schools.

And, again, it quickens public interest in the schools. Pride in the quality of the work done secures a greater sympathy and better fellowship throughout the town.

Certainly Iowa not only sets a good example but the state superintendent, principals, teachers and people are to be congratulated on their success.

## THE EDUCATIONAL BENEFITS.

Prof. Waterhouse with his careful, wise foresight emphasizes the educational advantages of the World's Fair to our people as follows: But more important to the true greatness of Missouri than any mere financial advantages, are the educational benefits of a World's Fair.

In the halls of our exposition there will be the latest masterpieces of artistic genius, illustrations of recent progress in science and electric invention, the marvels of modern machinery, the infinitely diversified products of dexterous handicraft and mechanical art, surgical and sanitary devices for the preservation of the public health and graphic object lessons to show the best methods of popular instruction.

In short, the exposition will contain the highest achievements of human skill in all the countless departments of productive industry in all past centuries. The sight of all these miracles of art and genius will not only furnish a delightful entertainment, but also uplift and liberalize the mind, impart enlightened views of the world's progress, cultivate friendly feelings among our own states and people, and toward foreign nations and awaken higher aspira-

tions for professional excellence. These ennobling lessons are worth far more than the cost of tuition.

Every consideration of public duty and intelligent self-interest prompts Missouri to commemorate the 100th anniversary of the Louisiana purchase.

Every Missourian cherishing a just veneration for the sagacity which secured the cession of the transmississippi territory, and eager to use the most effective means for advancing the interests of the state, ought strenuously to co-operate in the proposed celebration in 1903.

"Print it," says Carlyle, "and all readers, far and wide, for a trifle have it, each at his own fireside, much more effectually to learn it and to communicate it."

Yes, the printed page is the informer, the regenerator, the liberator, to be read and reread and read again.

Our teachers do a great work when they give their pupils and friends the wider outlook afforded by the printed page.

Dr. Harris makes very plain to our teachers the value of circulating the printed page, in his clear cut statements of the difference between "ear-mindedness and eye-mindedness."

"The illiterate person knows language or speech only by the ear, but as most people do their thinking in words, the illiterate person may be said to be only ear-minded."

"But how limited is this power with the illiterate person! By means of letters one comes to be able to put down his life experience in written and printed words, and any person who can read gets the power of living over his experience, interpreting the signs which are addressed to the eye and not to the ear."

"It is through the printed page that we become eye-minded, and when a person can read without effort he finds himself in possession of a much more accurate mind than is possible in the case of the illiterate."

"Ear-mindedness, having to keep up as it does with the spoken word, and having to depend on the memory of what is spoken, cannot critically examine the statements and descriptions, the definitions, as it can do when it has before it the printed page. In fact, accurate thinking for the most part becomes possible through eye-mindedness, and not through ear-mindedness."

We print the facts so they can be read and repeated by our teachers to the children, to the school officers, to the tax-payers, and so spread abroad through the community.

We are glad to note the fact that the Journal of Pedagogy, which has been edited and published at Syracuse, N. Y., has been removed to Ypsilanti, Mich. This movement is due to the election of its enterprising editor, Albert Leonard, to the position of president of the Michigan system of normal schools, upon the duties of which he has already entered.

This experiment of the combination of all these schools under the direction and leadership of Mr. Leonard, well qualified as he is to insure success, will of course be watched with interest. Mr. Leonard brings and bears with himself the good wishes of a very wide circle of friends.

Our training and education should be so complete that there should be no need of other auxiliaries to our personal presence.

'Tis our manners that associate us.

Let us try to be ever like a child bringing a piece of good news.

Actions are ennobled by their source, and not by their success.

Do not be disturbed. It is only mediocrity that laughs at enthusiasm.

People only continue in ignorance because they are unconsciously ignorant.

Let our teachers know,—let us all know,—that every joy given in youth draws interest for years.

We do not consider it desirable to furnish cheap, indigestible stuff to any of our patrons.

What inundations of life and thought are discharged from one soul into another through the eye.

Enthusiasm among the Greeks signifies, God in us. Do not let us be afraid of it or of such a signification.

The voice of conscience is so delicate that it is easy to stifle it; but it is so clear that it is impossible to mistake it.

Teachers in the presence of children are like Geneva watches, with crystal faces which expose the whole movement.

One thing we ought to learn, and that is, that society keeps at bay two classes of people—those who attack it, and those who guard it.

The enormous wealth of applicable learning accumulated the last century must be very largely utilized by our teachers in training pupils for life in the twentieth century.

Social education as developed by the newspaper and properly carried out, can always draw out of a man, no matter what his disposition may be, all the good and the utility there is in him.

The intellectual and moral character of a nation is formed in its schools and universities; and those who educate a people have always been its real masters, though they may be known by a more modest name.

Every teacher and citizen, too, must be a student of sociology; but this does not necessarily mean that he must be a destructive socialist, though to be a Christian socialist is to be the highest type of citizen this world has ever yet seen or known.

"Give a boy or girl address and accomplishments," says Emerson, "and you give them the mastery of palaces and fortunes wherever they go."

This is worth close consideration and steady practice on the part of teachers and pupils.



President Hadley, of Yale University, wisely insists that increased intelligence should be supplemented by an increased sense of moral responsibility.

This comes as an important summons to every teacher in the district schools of the country, for what we put into the first of life we put into the whole of life.

Carefully, tenderly, but persistently our best teachers gather from all sources the concentrated rays of light and thus illuminated penetrate the interior of the minds of their pupils with the touch of genius. This work becomes a consecrated sincerity. There is no resisting it, no more than we can resist the sunlight.

This style of teacher and of teaching is rapidly on the increase in all our schools. It brings and is the aurora of a new life for the pupils.

Ignorance and frivolity are diseases of prolonged infancy. Our teaching in the school is to cure this disease. In the school library our teachers are so earnestly at work to establish in every school district, the mind will be so fertilized that noble choices will be made and a new power of love and of life will be constantly springing up, and growing.

Political economy—the adaptation of means to ends. How early and how constantly our teachers are trained in this direction by their own experience. It is worth serving a year or two, on a limited salary, for the practical results these limitations bring. It is the great problem of life, in all conditions—the adaptation of means to wise ends.

How many cheerful, helpful, gifted spirits there are among our teachers—struggling earnestly amid the new and complex problems they encounter, towards light and power, and peace. Let us, in every way possible, help and not hinder them, by cheerful co-operation.

Mr. Andrew Carnegie has recently declared to the world that he proposes to put four-fifths of his yearly income—or \$12,000,000, into libraries and organs for public buildings, such as schools, etc. He proposes to establish a Lincoln Memorial Library at Springfield, Ill. He says that he thinks the home of Lincoln has a claim upon every American.

Springfield has now a fine library of over 40,000 volumes, but it has no suitable building. Mr. Carnegie refuses to put any of his vast fortune into churches or church institutions.

Prof. Robert Gersuny, an eminent surgeon of Austria, claims to have discovered a remedy for deformities. It consists in the use of a mixture of paraffin and vaseline in curing physical deformities and filling cavities caused by the removal of portions of the bones. In a large number of experiments this treatment has proved perfectly successful. The mixture is injected beneath the epidermis at a temperature of 104 degrees. It hardens quickly and remains in position without the possibility of shifting. It does not irritate the surrounding parts, and is in no way harmful to the blood. In a case where a part of the jaw was removed this injection filled out the hollowed cheek to a perfect contour. Another patient suffered from a defect in the palate which caused an impediment in his speech. After an operation the malformation in the palate was corrected by the injection described and the speech became distinct.

### SCHOOLHOUSE OF THE FUTURE.

Instead of the little red school house (of sainted memory to many an American), with its hard benches and bare walls, the day is coming when the public school houses among us will be the most beautiful buildings in our cities and towns.

Foreigners will be taken with pride to see them; they will be always isolated buildings, as the government buildings are now, surrounded with trees and grass and flowers, and with a playground attached to each.

The best architects will have designed and builded them; the best artists will have painted great mural pictures for their hallways. In each room will hang at least one carefully chosen picture. The color of the walls will be suited to the light in the room; flowers will bloom in the windows; each building will be the center of its community, and in the large audience room, with which each will be equipped, will frequently meet parents, patrons and teachers. Lectures, concerts, meetings of all sorts will be held in these rooms. This is no dream; one can tell you where every one of these things can be seen; but alas! not all together. It is Lincoln's expression: "Some of the people, some of the time." Now if all of the people, even some of the time, were roused to the needs of our public schools, where are maturing so fast the men and women of to-morrow, it would be almost miraculous how quickly great things could be done. Those who are working at the problem of making the schoolrooms attractive have learned a great many things. We have learned that there are more than 4,000 school rooms in Chicago, besides the miles of wall spaces crying out for some sphere of usefulness. We have learned that only large pictures are worth hanging on schoolroom walls. The "Vicar of Wakefield" had, you remember, the correct idea, that of a large picture, but he forgot where the picture was to go (and couldn't get it into the house). Now that is a thing one must never do—forget where it is to go. It is a most important thing about pictures for schools. Don't put the Shaw Memorial in the kindergarten or the Mother Goose Rhymes before the eighth grade.—Belle Pratt Magee in Kindergarten Magazine.

The kindly morning greeting of the friend or teacher:

"It was only a glad 'Good morning,'  
As she passed along the way,  
But it spread the morning's glory  
Over the live long day."

Patriotism, philanthropy and Christianity are all welded together to help every child to make the most and the best of themselves. Every aid possible should be extended the teacher to help on in this work. A school library will be one of the most efficient and permanent aids in this direction for your child, for yourself and for the teacher.

Let us be modest if we have not all of us attained a far sight. Our difficulties may spring from our ignorance rather than that the fact stated does not exist. Let us study carefully and wait larger developments.

## COMMUNICATIONS

### WHAT DISTINGUISHED MEN THINK OF MANUAL TRAINING.

BY CALVIN M. WOODWARD.

"The Skillful Hand—The Cultured Mind."

The public know pretty well what my views are and what are the views of many parents and teachers in regard to the intellectual, moral and economical value of manual training in a course for students in higher grammar grades and in secondary schools; but here are the views of men of the highest rank, who have had many opportunities of judging of manual training by its effect upon the students they have in charge.

Without further comment I give their responses to a circular letter as I found them, for the most part, in the January number of the Manual Training Magazine, edited by Charles A. Bennett, of Bradley Institute, Peoria, Illinois.

President Charles W. Eliot, of Harvard University writes: October 2, 1900.

"I should like to see some form of manual training made part of the education of every boy who is to come to college. It not only trains the eye and the hand, but develops the habit of accuracy and thoroughness in any kind of work. Moreover, it develops the mental faculties of some boys better than books do."

President Wm. R. Harper, of the University of Chicago, writes as follows: October 11, 1900.

"Complying with your request, I am glad to say that our experience in the schools connected with the University of Chicago leads me to the conclusion that manual training in due proportion in the elementary and secondary schools gives breadth and power which become an effective means in higher education. Nor is this true merely in the case of those who are pursuing courses in engineering; other things being equal, every young man and young woman is the better fitted for the higher work of the university for having trained hands, and the power to plan and execute which come through manual training."

President Daniel C. Gilman, of Johns Hopkins University, makes the following response:

"Manual training is an essential part of a good education, whether that education is restricted to the common school or carried on to the highest discipline of technical schools and universities."

Mr. Chas. C. Harrison, of the University of Pennsylvania, says: October 22, 1900.

"It is to me no matter of surprise that manual training has taken so prominent a place in modern education. The increasing use of laboratory methods in professional schools is in recognition of the fact that no amount of didactic teaching can ever cover the whole ground in any of the sciences, and that mental concepts must have the aid of actual experimentations. If the service of the trained eye and trained hand is an essential to the mental grasp of the higher sciences, it cannot but be that the training of these organs will be helpful to mental activities of any kind. With a proper apportionment of time, I believe that manual train-

ing may be made a part of the curriculum of any school; and that, so far from hindering, it will actually advance the education of the student in other and more abstract directions."

President T. M. Drown, of Lehigh University, writes: October 9, 1900.

"Our experience at Lehigh University with the graduates of the manual training schools of Philadelphia and other cities has been most favorable. The courses of instruction in these schools is an admirable preparation for engineering colleges. It is not merely that the boys have been taught the use of tools; it is rather that their minds have been trained through the medium of the eye and the hand. Desirable as it is to teach a boy the elements of handicraft, and useful as this accomplishment may be in after life, it is an entirely false idea of the purpose of manual training schools to suppose that this is the end aimed at. The education of a boy is more complete and thorough the more avenues that are opened up for his enlightenment, and manual training, when systematically and intelligently carried out, gives the boy facts and thoughts which he would fail to get in the class-room."

President J. G. Schurman, of Cornell University, writes: October 1, 1900.

"In reply to your letter of September 28, I would say that I am a firm believer in an education which trains and develops the whole man. The hand is the man's best servant and some modicum of manual training should be included in the school training of every child of the present time."

President James B. Angell, of the University of Michigan, says: October 24, 1900.

"The introduction of manual training into our high schools is rapidly and deservedly gaining favor in this part of the country. It is now recognized that it has a distinct and positive intellectual and pedagogical value."

President David S. Jordan, of the Leland Stanford University, writes as follows: October 9, 1900.

"I have always recognized the value of manual training high schools in which a good secondary education is given in connection with manual training. Such schools rise above the level of mere schools, and through their breadth of view, accompanied by practical drill, are doing a good work in America. We need more of them. Those interested in better education would not have such institutions take the place of the classical high schools. They would rather develop side by side, and each should be equally open to all who can make use of their work. From this it follows that if each is a good preparation for life, each is also a good preparation for college, and that the colleges and universities of the United States should recognize this fact in their entrance requirements."

"We have a number of graduates from manual training high schools among our students, and we find them fully capable of holding their own with the graduates of classical high schools."

President C. K. Adams, University of Wisconsin, writes the following: October 10, 1900.

"I believe that every school which can afford to have a manual training department will be profited by it in every way. The scholarship of the students need be in no way interfered with, and an interest will be created which is of sure value in after life."

President A. S. Draper, of the University of Illinois, writes: October 10, 1900.

"Replying to yours of the 27th ult., I will say that I have long been of the opinion that our educational work should give much larger recognition to industrial or manual training.

"I think this remark applies to all of our work, from the primary to the university. I do not think that manual training is incompatible with intellectual development, but, on the contrary, that it promotes and supports healthful mental growth. I think it contributes to versatility, to contentment, to rational and productive living, and so to good citizenship; and accordingly that it should be recognized and helped on by all who have any interests in popular education, and particularly by all who have any share in the management of the public educational system of the country."

Chancellor W. S. Chaplin, of Washington University, has the following to say: January 10, 1901.

"Manual training in secondary schools, which was first exemplified in Washington University under the guidance and inspiration of Professor C. M. Woodward, is now well recognized as an essential part of secondary education. I have no doubt that manual training to some extent would be of great benefit to all students in secondary schools. One of its advantages is that it attracts many pupils who would not find the secondary schools without this feature sufficiently interesting to keep them in school. Especially among the boys the feeling is very common that they must see an immediate result of their labors. Manual training has this great advantage that every day the pupil can see that he is making progress. There is a steady demand for graduates of manual training in many branches of business. From an examination of the progress of our manual training graduates who go no further in their education, I have concluded that the salary received by them in a few years after graduation is enough greater than what they would have received had they not had the manual training to more than repay the tuition fees of the school, which are comparatively high."

President Jesse, of the Missouri State University, writes as follows to the Missouri Commissioner of Labor:

"In late years the masters of pedagogy have been studying the brain and its development from the cradle to full grown manhood and womanhood. One of the latest declarations on this subject is that nothing develops certain areas of the brain so rapidly and so surely as manual training. Yet I can count on the fingers of my two hands all the schools in Missouri that teach manual training. They all teach the greatest common divisor and the least common multiple, and a lot of stuff in geography and a lot of rules in grammar, but there are not half a dozen schools in Missouri to-day that teach manual training. \* \* \* I have no warfare to make on learning. I have a thorough disagreement with the man who would confine it to that which has relation with the actual industries of life; but I do claim that industrial learning also should have a place in all our schools; from the kindergarten through the university."

These are all the opinions I have at hand. I know of none which do not indicate a very high appreciation of the educational value of manual training.

MANUAL TRAINING SCHOOL,  
WASHINGTON UNIVERSITY, ST. LOUIS.

## WORDS—THEIR USE AND ABUSE.

BY J. L. GOODKNIGHT, D. D.,  
President of Lincoln University.

### ARTICLE I.

This is a subject of great breadth and vital importance to every one who hopes to speak with clearness of meaning, or write with perspicuity of thought. Whole volumes have been written on this important subject, yet a subject little thought of and most casually considered by many—I might say by the many or large majority of those who come before the world as public speakers, writers and even authors. On the very threshold of the subject there meets us a most interesting question—the origin of words. It is quite certain that much depends on how this question is settled as to the import and importance of words with man in relation to first thought. If language is the work of man and came as the result of his effort to communicate ideas we have a profound question as to the origin of thought and ideas. If the theory of Mr. Darwin and other evolutionists be true, then it must be true that language (words) is wholly the creation of man. That the first words came as the dawns of the movements of the first intellectual unfoldings. As man had the first dim outlining of thought for communication there was necessity for a new sign to convey it to his fellows. For only with beings possessing the power of rational intelligence is there a verbal or word language.

What interest there hangs around what must have been the first word expressing a clearly defined intellectual concept! Animals have signs and sounds by which they convey unmistakably their instinctive and animal feelings to each other. But with them no language or words as with man, who must have words to communicate his individualized intellectual activities. There is need of words for expressing the inner self. But if, on the other hand, words or language was a divine gift to man, then the starting point is altogether a different one. At the very beginning man not only had thought and ideas but a given sign by which to express the intellectual movements clearly and definitely. But even granting that he had a language given, certainly it must have been limited—must have come within the very narrow compass of his absolute needs and demands. There was no need of words beyond the ideas possessed. Yet after all, who can say how much or how little the first rationalizing human intellect had. The words given must have been commensurate to impart clearly, accurately and definitely the revelations of the Creator.

There is another interesting question in connection with words. Can there be thought without words? If the Darwinian theory is true, there is but one answer. There must have been thought to express before man would have invented a sign or word as the vehicle for the thought. There never would have been words among men, and so a language, but for the absolute need of an expression of the something which in man is above animals, a pure intellectual concept. Language or words in the line of Darwinian development must by the logic of development, have come after thought. Nature never by this theory provides in advance for a future or coming necessity; only when there is a repeated demand would natural development give words for the expressing of surging and irrepressible thought. Thought by the law of evolution, must break through the



barrier of silence and find expression in words. But on the other hand, if words were of divine origin, a language was given to man when he was created; still there must have been thought in the mind or the sign of ideas would have no meaning to him when spoken to by God. Words are no more than other objects if they convey no ideas. They never convey thought unless they have a meaning because of thought in the mind, for through them or by them the mind has expressed the thought. The words of an unknown language of man, have no meaning whatever to man who thinks only in another language. Besides every one who has given attention and reflection to the expression of thought, knows how often it has been impossible to command language to adequately express the thoughts or ideas.

To say there can be no thought without language would be to make language or words in some sense identical with thought. The words are not the thought any more than the body of man is his soul. The physical organism of man is a——(no word for it) by or through which the soul manifests itself. So words are the outer——(somewhat) by which thought passes or is exhibited and made manifest to other intellects. Thought may be and is partially dependent upon words for its manifestations before other minds or unfolding in intelligent form to mind. For some have held that thought is not clearly defined in the mind unless the mind can command such words as will fully and accurately express it. But this leaves out of view that the thinking power may be greater by far than the linguistic power. Great thinkers are not always great linguists and fluent speakers.

LINCOLN, ILL.

### HINTS ON THE TEACHING OF ENGLISH.

BY EDWIN A. GREENLAW, A. M.

#### ARTICLE I.

In his admirable "Lectures on Linguistic Method," Professor Lowrie maintains that language is the supreme instrument of education. In our desire to make the boy a good citizen we pass on to him the best that is in the national life, and this is contained in literature, history, science, etc., all forms of language. He continues by saying that the study of language cultivates the abstract powers, through the study of grammar, as no other common school subject can do; that it cultivates the thought power, because language expresses thought on all that concerns the life of man; and, finally, that it cultivates the power of appreciating the beautiful and the ideal—that is, art as found in literature. From these observations it will be seen not only that the teacher should have clearly in mind the importance of language teaching and his objects in conducting such lessons, but also that he must himself be a careful and effective student of language, and particularly of language as it is found in great history and great literature. For how can the teacher pass on to the child all that is best in the national life, unless through careful study he know just what these elements are? And that teacher cannot develop thought power, or love of beauty and of high ideals, who does not himself think the thoughts expressed for us by seers, does not himself know what are the highest ideals which have been held by poets and sages.

As suggested above, we may consider language as it appeals to the powers of abstraction. The student who gives

the syntax of a sentence in grammar is analyzing the processes of thought. Again, we may consider language as containing the substance of thought; or, lastly, as expressing the forms of the ideal and the beautiful. The study of most prose, or merely intellectual study of poetry, in which words are defined and thought translated or paraphrased, is the study of language as thought; while the understanding and appreciation of the emotion, the melody, the beauty of poetry illustrates the third division. Now in some respects it is easier to teach language in its formal or logical division, or when considered as the expression of thought, than to appreciate the beauty and worth of artistic expression. We may require pupils to analyze sentences or to tell the case of nouns, and gain precise results; and we may require a pupil to define words, interpret sentences, or paraphrase stanzas of poetry, without much difficulty. Of course the work of one teacher will be vastly more effective than that of another, because skill is required in framing questions and in choice of subject matter; but results more or less definite can be gained by any teacher. When we come to the consideration of language as expressing the ideal and the beautiful, however, we are very apt to stumble and to lose our way. Either we content ourselves by repeating (or having pupils repeat) sentences of criticism taken from histories of literature, which is not studying literature at all; or we use vague and general expressions such as "grand," "beautiful," "sublime," "perfectly lovely,"—sentimentality instead of fruitful, vital work. The important point, here as in the teaching of other subjects, is to have clearly in mind what we are trying to do.

In all great literature, and especially in poetry, the emotional element plays an important part. It is as important to train the imagination as the reason, and the teacher, in particular, needs the power which comes from the study of true poetry. Says Dr. Tompkins, "The teacher who has not a rich and full range of emotional life can expect nothing but a withered soul born of his teaching." And Professor Lowrie says that around the mother tongue is gathered the whole life of feeling and emotion and thought. Great poets are great teachers. "I wish to be considered as a teacher or as nothing," exclaims Wordsworth. And by seizing upon and appreciating thought fused in the white-heat of emotion the teacher is prepared to appeal to the feelings and the imagination of his pupils. But he must appreciate these things in the true sense; mere intellectual analysis and paraphrasing of lofty imaginative expression is no more sufficient than wild vaporings about "beauty!" "grandeur!" or enthusiastic repetition of fine-sounding sentences from the convenient history of literature.

Let us consider some of the elements in the aesthetic appreciation of poetry. In the first place, it is the object of poetry to appeal to the emotions, while prose appeals primarily to the intellect. That which causes us to feel, is poetic; that which makes us think, is prose. If a teacher explains to a class the reason why the new moon is crescent-shaped, he uses prose; but when Tennyson says that a certain event took place,

"Ere the silver sickle of that month  
Became her golden shield,"

instead of "before the new moon became the full moon," he uses poetry. The appeal is made to the imagination, in the quotation, not to the intellect. So, also, if we say that the sun is setting and that it is growing dark, we employ a

prosaic expression, but in Ulysses the poet says, in order to express the same fact:

"The lights begin to twinkle from the rocks;  
The long day wanes; the slow moon climbs; the deep  
Moans round with many voices."

In order to write good poetry, then, one must feel deeply. To be sure, almost anyone can string together a series of words divided into lines of equal length and rhyming occasionally; almost any newspaper will afford examples of such machine-made rhymes, but true poetry is not made in that way. There must be appeal to the imagination and to the feelings, and then such mechanical instruments as rhyme, metre, alliteration, etc., become agents by which the writer's over-mastering emotion finds expression, and poetry is the result.

NORTHWESTERN UNIVERSITY, EVANSTON, ILL.

### SCIENCE AND NATURE STUDY.

BY BESSIE L. PUTNAM.

The closing years of the nineteenth century present no more radical improvement along any line of educational work than that of science and nature study. While a decade ago elementary science was struggling for recognition in our graded schools, the study of nature from nature was practically unknown. Today it is not only a recognized factor in all well regulated schools, both city and country, but it has worked itself into the home life, there not only stimulating the youth to more complete observation and broader thought, but arousing in the parents questions of the utmost importance in their daily life, and at the same time exercising an ethical influence that can not be measured.

First-class agricultural as well as educational papers teem with it. Colleges and universities have organized special courses for home study which are furnished gratis upon request of residents of their respective states. The farmer has no longer a legitimate plea for remaining in ignorance of the simplest laws which govern nature, and the time is not far distant when he will find failure to advance with the procession a serious curtailment of financial success. Competition is on every side rendering skilled work a necessity; and he who can make two blades of grass grow in place of one or can conserve all the nutrition in that one blade and protect it from its various enemies, has a decided point of vantage.

Illustrative of this progress, I would call attention to two books of recent publication. Scott's *Nature Study and the Child*, published by D. C. Heath & Co., Boston, is written by a member of the Conference Board of the famous Committee of Ten and a teacher of wide experience on the subject. After giving concrete examples of methods of study in plant and animal life, (the dandelion and the rabbit,) the author discusses the spirit and aims of nature study, the highest of which is shown to be to adapt the child to its environment, physical, intellectual and spiritual. The subject is treated from a psychological point of view, and there are courses of study for the first eight years, together with an outline of details for each month of the school year.

Following the changed models in science, which no longer ask so much "What?" as "Why?" and "How?" we find in *Animal Life*, by D. S. Jordan and V. L. Kellogg, published by D. Appleton & Co., New York, a fascinating as well as

instructive volume on zoology. Facts are valuable not so much in themselves as on account of their significance in the life of the animal. The beginner in the study is impelled to independent observation and thought. After viewing life both in its most simple and most complex forms, the authors take up function, structure, adaptations, parasitism, mimicry, the special senses, and geographical distribution. Systematic gives place to physiological, structural and ecological study; and what may have been dry bones to the average child are clothed with flesh, and throb with the vital heart beat.

The nearer we approach to nature, the more closely we study her plans and adaptations, the more wonderful they appear.

### CHARACTER.

BY JAMES N. DAVID.

The chief business of the teacher is the formation of character. Character is a growth, and is formed by what enters into the life. We assimilate the character of those with whom we associate. The teacher is the chief factor in the school life of the child.

Christ laid down his life for the world, and the world becomes Christian only to the extent to which it assimilates the life of Christ.

The teacher is putting his own life into the life of the pupil. If the teacher's life is impure, immoral and defective, that impurity and immorality and those defects are imparted to the pupil, and will become predominant in his life, unless counteracted by the innate purity of the pupil or overcome by other outside influences. Teacher, you are giving your life to your pupils. What, then, is your life?

The matter and manner of study and recitation enters into the life of the pupil. Careless, indefinite, inaccurate work in these matters make weak and vacillating characters in the pupils.

People have weak and shady characters because their thoughts are weak and shady.

Keep the thoughts pure and strong and the character is unassailable, for "as a man thinketh in his heart so is he."

Evil will always exist in the world, but its power will be reduced to a minimum when the young are so educated that they will not go in the way of evil men, but will avoid it and turn from it and pass away.

The saloon power will vanish when all the boys have been educated to that strength of character that they can walk by the saloon door and not enter it.

The prayer of Christ for his disciples was not that evil should be taken out of the world but that they should be kept from the evil. They were sent into the world to overcome the world. The glory and honor of education is that the educated can move among the evil of the world and not be contaminated by it and by this process is the world to be regenerated.

The education that only increases a man's power to do evil is a curse. Any education that tends to weaken the moral character of the pupil is a bitter curse. The teacher brings the pupil on a level with the character of the teacher.

Teachers, are you elevating or dragging down your pupils' characters?

CLARKSBURG, W. VA., Feb. 7, 1901.

## EDUCATIONAL FOCUS

### EDUCATIONAL VALUE OF MUSIC.

The educational value of music is beyond question with those who understand its psychology. Ladd says of music that "It is the most interior and spiritual of all the arts, the truest representative and artistic stimulus to all degrees and kinds of emotional life." Good music is ethically purifying, and displaces sensual appetites, sordid desires, and vulgar emotions. The love of good music is a safe-guard against immorality. Every child in our public schools has a right to demand elementary instruction in music. It contains the elements of intellectual discipline which justify its being placed in every course of study. From the pedagogical standpoint there is ample reason for making music rank with the three "R's". It remains, then, for the teacher to press this subject upon popular attention.—South Dakota Educator.

### LEARNING A LANGUAGE BY LETTER WRITING.

The original idea of Mr. Mieille, English professor in a French college, of learning a language by letter writing has been adopted in several parts of this country. The plan in its inception was to arouse a greater interest among school girls and boys in the acquisition of a foreign language. In a short time a number of students in England were writing to a number of students in France and soon a correspondence friendship, as it were, sprang up and the letters began to take on a more personal nature until the students were telling freely of their homes, their daily lives, their companions. It was suggested by Mr. Mieille among his own boys and girls that one letter a month be written in the foreign language and another be written in their own. They corrected each other's work and thus combined profit with pleasure. So extensive has the correspondence grown that teachers and professional men and women have joined the ranks and a lively interchange of ideas takes place among the educators of many countries.—Connecticut School Journal.

### SCHOOL ROUTINE WORK.

Turning now to the consideration of routine work as related to the student, it may be defined as the "repetition of words and sounds as a means of learning them, with slight attention to their meaning or to the principles involved." Such a description is applicable to all learning of rules by rote, which, of course, no good teacher will allow; and yet even in the classes of good teachers the average pupil will quote a rule rather than give the reason, even when the reason is as short as the rule. For instance, in explaining addition of algebraic numbers the statement of the reason for the result is shorter than the rule for finding it. This may not be true in subtraction, but even there the reason is more easily understood than the rule. In the solution of equations the rule for transposition is too often a mere form of words, though the process which lies back of it is perfectly clear and easy to understand. In place of the rule as usually given for finding the lowest common multiple,

the process should be built up by the pupil in each explanation and based simply upon the meaning of the words "multiple," "common," "lowest." The statement of this process is as short as the rule and has the advantage of compelling the student to understand what he is talking about.

A like statement is true of most rules in elementary mathematics. The student should be made to understand that quoting a rule is not explaining a process and that he is casting a reflection upon the intelligence of the class when, in giving an explanation, he merely reads off the successive quotations on the board and now and then quotes a rule. What the class wishes to know is not that in multiplying 432y by 3 he obtained 1296y, but why he should multiply by 3 rather than by something else, or why he should multiply rather than divide by 3 or some other number. In other words, the non-routine explanation consists in giving the reasons for taking the successive steps and not in reading the results of the successive steps. And this should be insisted upon not only in oral but in written recitation and in all the pupils' mathematical thinking until it shall become his fixed habit.—H. E. Slaughter in the University Record, Chicago.

### DISCIPLINE OF OBSTACLES.

No employment that is useful and honest should be considered menial. Abraham Lincoln split rails in his youth. John Bunyan was a thinker. Benjamin Franklin a printer. James Watt and George Stevenson, whose names are associated with the invention of the steam engine, were, the former a worker on mathematical instruments and the latter a fireman on an engine. Faraday was a bookbinder. Richard Arkwright was a barber, but he was a great worker, a man of wonderful energy and determination, accomplishing much in the face of many trying obstacles. Carlyle was an indefatigable worker, and never gave up under any circumstance, however discouraging.

When Carlyle had finished the first volume of his French Revolution, he loaned the MS. to a literary neighbor to read and give his opinion of the same.

By some oversight it slipped from his friend's table and was left lying on the floor. Time went on, and Carlyle sent for his MS. as the printers were clamorous for "copy."

On inquiring for the papers, lo, and behold, it was found that the serving maid, supposing the precious MS. to be only waste paper, had taken it to light the kitchen and parlor fires with! Imagine the consternation of Thomas Carlyle when this answer was returned to him! Tongue cannot describe his dismay and despair. But what did he do? Sit down and repine over it? No. He resolutely turned to and rewrote the whole of it, and this with no draft, only the facts and ideas that were stored in his memory.

In the first place it had been a pleasure to write the book; but, it was far from pleasant to write, after such a cruel and distressing circumstance. But he applied himself to his work and finished it.

Indomitable energy in the face of adverse influences is a great faculty to possess, and he who has it may well be proud; he who has it not, should strive to cultivate it. Energy and industry are the greatest helps in the world, to every one. They are the best aids to good morals, happy life, the extension of moral good and happiness to others.—Wixson's Right Living.



## CURRENT EVENTS

President McKinley has given up all evening receptions for the rest of the winter, by the advice of his physician.

A meteor fell near Arlington, S. D., about midnight, February 18, making the heavens light as day for a minute.

Maurice Thompson, a well-known author and literary critic, died at Crawfordsville, Ind., February 15, in his 57th year.

A judge in Oshkosh, Wis., granted a woman an absolute divorce, on the ground that her husband was a cigarette "fiend."

Hon. W. J. Bryan has become editor of a new paper at his home, Lincoln, Neb., called *The Commoner*. Three editions of the first number were issued.

Since the beginning of the Boer war there have been 19,101 cases of typhoid fever among the English soldiers, and 4,233 deaths, up to December last.

An earthquake 100 miles above Vancouver threw the top of a mountain into a bay. Giant trees and rocks were swept away like tooth picks. The splash caused an immense wave, which fortunately did little damage.

One of the Kidnappers of Edward Cudahy, Jr., was arrested recently in Omaha. He is an ex-convict, and has been staying for a month with his sister in Omaha. Other arrests are expected to follow soon.

Dr. M. J. Rodermund, of Appleton, Wis., who recently created a great sensation by rubbing his body with small-pox virus, has declared his intention of swallowing some, to prove that contagion does not exist.

On January 25 thieves stole \$31,976 in revenue stamps from the internal revenue department at Peoria, Ill. It is thought to have been the work of those who had inside information.

A bill has been introduced into the Illinois Senate providing for a State Normal School on the north side of Chicago, to admit no less than 500 students, and tuition to be free, under certain conditions.

The trustees of the Illinois State University at Champaign have made the tuition free, and have called on the legislature for an appropriation sufficient to cover the deficit thus made.

The centennial of John Marshall as first chief justice of the United States was celebrated with great enthusiasm February 4th in Washington and all the principal cities of the country.

On January 28 a child four years old was seized by a bald eagle near Denver, Colo., and carried 100 feet into the air and to an island in the Platte river. The child was rescued without serious injury.

The will of the late P. D. Armour showed only \$15,000,000 left to his wife and son as heirs. He disposed of the rest of his immense fortune while living, thus assuring himself that his money went where he wished it to go.

The Chicago Bureau of Charities has discovered nearly 2,000 families whose paternal head has deserted them. This has suggested to some the propriety of some stringent law relative to such deserters. The whipping post has been suggested by some.

A battle between moonshiners and revenue officers on the line between Pike and Letcher counties, Ky., January 25, resulted in the death of two officers, the wounding of two, and the capture of one. A deputy marshal was killed in the same place in 1889.

The Salt Lake Tribune recently declared that the United States Senator from Utah had bought his position, and was repudiated by the best element of the party in power. The head of the Mormon church is accused of receiving money for his political influence.

The Cuban constitutional convention seems disposed not to grant the United States any right of interference in the foreign relations of the island, nor to allow it any coaling station. What the final result will be cannot be told till the document has been before Congress.

February 10 a meeting of 2,500 men of Topeka, Kan., resulted in an ultimatum to the liquor "joints" of that city, to the effect that they must be closed by noon of the following day, and their goods shipped out of the city by the following Friday, or take the consequences.

The joint commission to survey the disputed boundary between the United States and British America in Alaska has made a report, which gives the United States about nine-tenths of the disputed territory. The Chilkoot and White passes are the practical boundaries.

Count Selgey Smollanoff, inventor of smokeless powder, was recently convicted of being a habitual drunkard in a Washington police court, and was sent to the work house. He has received immense sums of money for his invention, and once lived in a luxurious Washington residence, which he owned.

At Forsyth, Ga., a college town and a county seat, the citizens recently showed their condemnation of certain statements contained in Ellis' "History of the United States," by burning the work in a public bonfire, accompanied by speeches from prominent men and music from a brass band.

A big sensation was created in Ottawa, Canada, by the refusal of the Canadian Government to have a state ceremonial and memorial service in honor of the dead queen, after arrangements had gone forward for the event. The attitude of the government was attributed to fear lest approval be construed as a recognition of the Church of England as the state church, since the services were to have been held in a Cathedral of that body. As there had been no protest from any religious organization, some other reason is supposed to be the true one.

Among the latest acts of the last congress was the passage of the bill appropriating \$5,000,000 for the St. Louis Exposition. This makes it a certainty.

The commissioner of patents has received application for a patent on a machine for holding intercourse with the spirit world. It is a combination of telephone exchange and medium's cabinet. The application was denied on the ground that the device was not a useful invention, and could not be used by the public.

The marriage of the princess of the Asturias, of the royal house of Spain, to Prince Charles of Bourbon, son of a former enemy of the Spanish throne, on February 14, caused such an uprising that martial law was proclaimed in Madrid, and the city put under control of Gen. Weyler. A revolution seems imminent.

King Edward, of England, has made his nephew, King William, of Germany, a field marshal in the English army, and presented him with the insignia of the Order of Diamonds. This last was made by order of the queen, and would have been presented by her on his birthday, had she lived.

A movement is on foot in Chicago to remove the John Worthy school, now connected with the Bridewell, to a farm some 25 miles from the city, where delinquent children will be freed from the vicious surroundings of the Bridewell. The Commercial Club has agreed to raise \$25,000 for the purpose.

In the spasm of reform now sweeping over the country prize-fighting is being put under the ban. While the mayors of Cincinnati, St. Paul and Chicago have favored the sport in their cities, the governors of Ohio, Minnesota and Illinois have declared against it, and in the two former cities have prevented some much advertised fighting from coming off.

Prize fighting is getting "the black eye" from two governors. Gov. Nash, of Ohio, has promised the help of the militia to prevent a prize fight in Cincinnati, encouraged by the mayor of that city, while Gov. Yates, of Illinois, did the same for a fight at Belvidere, causing its abandonment. The action of the latter is interpreted as a determination not to sign any bill allowing racing or pool-selling.

A German workman, named Montag, in the dye and soda factory near Mannheim, has invented a substitute for coal, which costs about 25 cents to manufacture 220 pounds. It is a compound of peat with certain chemicals pressed into bricks. It gives a great heat, burns with a bright flame, leaves no slag, and only a small quantity of white ash. A partnership has been formed for the purpose of manufacturing the article.

Mrs. Carrie Nation has stirred up the nation on the liquor question. Her example of smashing illegal saloons has been wonderfully contagious, and all over Kansas men and women have organized to put down the business. In most cases the "joints" have closed. Mrs. Nation has visited Iowa cities and created much enthusiasm for enforcing the liquor law, and has had some rousing meetings in Chi-

cago. Four times was she arrested in Topeka during a single Sunday, and at present writing is in jail there for breaking into a cold storage plant, which she said was the depot of all the liquor men.

Illinois has a state law, punishing any body who sells or gives tobacco to any person under 16 years of age with a fine of \$20 for each offense. A number of school stores in Chicago have been selling "Gumbacco" to children—a combination of tobacco and gum. This has aroused the compulsory department of the board of education, which will hereafter keep a close watch upon all such stores, and report the least infraction of the law.

The Chinese problem is still a puzzle. The Chinese have so far failed to accede to the demand of the powers relative to the punishment of guilty parties in the recent outrages, and the Germans at this writing are threatening to carry a formidable expedition into the country, to capture the emperor and his court, and compel acquiescence. The United States will have no part in the expedition, but will likely protest against it.

Queen Wilhelmina, of Holland, and Duke Henry, of Mecklenberg-Schwerin, were married February 7, with great rejoicing. There was both a religious and a civil ceremony, according to Dutch law. The Dutch government has so far failed to make any appropriation for the duke, so that he will be wholly dependent on the queen for his income. The expenses of the royal wedding were borne entirely by the royal family.

Dr. Rodermund, a physician of Appleton, Wis., believes that small-pox is not contagious. To prove his faith by his works he visited a small-pox patient, broke open some pustules, and rubbed the virus over his person. He eluded capture, went to Chicago, then to Indianapolis, then to Milwaukee, where he was arrested, and put in the detention hospital. He seems to have suffered in no way from his startling course, and proposes to sue the town of Appleton for \$50,000 for false imprisonment.

The lacemakers of "Dr." Dowie, who has founded a city called Zion north of Waukegan, Wis., have defied his orders and continue the use of tobacco. Zion was founded with the idea of forbidding three evils—liquor, tobacco and pork. The expense of importing other lace makers, and the probability that even they would insist on using tobacco, has so far deterred from the discharge of the offenders. It remains to be seen whether the original program for Zion will be adhered to, or an exception be made for the sake of business.

The Creek Indians in the Territory rebelled against the Dawes treaty, and were joined by the Choctaw and Snake Indians. Punishment was administered to all Indians refusing to join the movement. The full-blood Choctaws repudiated Gov. Dukes and elected one of their own number in his stead. Word was sent President McKinley that they had returned to their tribal government. The son of Crazy Snake was captured and held as a hostage, and he himself afterward was captured and put in irons. He will be tried for treason in the federal courts. The Indian revolt is thus ended.

## PRACTICAL METHODS

### THE INDOLENT SCHOOL BOY'S WAIL.

BY RUFUS C. LANDON.

This is an abstract of the woes  
That form the concrete mass  
That lies directly in my path,  
And makes it hard to "pass."

First on the list "Notation" stands—  
A double-sided fraud—  
With Arab front and Roman back—  
I wish it were outlawed!

Then "Numeration" stares at me  
And cries, in thunder notes,  
"An honest count I shall demand  
Of every thing (but votes!)"

"Addition" doth my anguish swell;  
"Subtraction" bringeth no relief;  
"Multiplication" only serves  
To magnify my grief.

"Division" severs, once for all,  
The cords of idleness  
That held me to the land of Ease—  
How great is my distress!

And crazy "Fractions" soon will mix  
The ingredients of my brain  
'Till not an integer of joy  
Will undisturbed remain.

A "Common Multiple," the least  
That holds life's every ill,  
Is nothing more nor less than this  
Old school house on the hill!

While the "Greatest Common Divisor"  
That my mind will admit  
Is the man who will devise some way  
To help me out of it!

TICONDEROGA, N. Y.

### LANGUAGE REVIEW WORK.

BY F. S. DULANEY.

Copy these sentences, insert commas, etc., (give authority.)

1. Mary will go with us
2. Look at the big horse John.
3. Good night Nellie
4. Hear the bees hum
5. Your book Kate is pretty
6. Johnson where is the ax
7. Did you have a good time Fannie
8. Be kind to the poor.
9. Good Morning Major
10. Clara where is your mother
11. Open the blinds Harry

12. Wait George for Helen

Punctuate (and give reasons) the following:

1. Here are your gloves said Johnson
2. Uncle killed a bear said Brown
3. Uncle George please tell us a story said Bill
4. How do cats walk so softly asked Fred
5. Where shall we go asked the girl
6. Under the old elm tree said I
7. George said Henry where s the dog

Write some story that your teacher has read to you. If you know the story of "The Cat and the Sparrow" write it, (any story will do just as well).

Write the contractions for—

I have	He is	I will	Can not
I do not	They will	Does not	They are
There is	I am	Would not	It is

- b. Use all contractions in sentences, as, I've a knife.

Copy these abbreviations and opposite each abbreviation write the word for which it is used:

St.	Thurs.	Jul.	Mrs.
Av.	Aug.	Cr.	Mr.
Co.	Sun.	Oct.	Acct.
Jan.	Dec.	Sat.	Mon.
Jan.	Dr.	Feb.	Tues.
Fri.	Wed.	Bal.	Apr.
Sept.	Nov.	Mar.	Tues.

Write five or six rules for the use of capitals, illustrate each by example. Give rule or rules for comma. Give rule or rules for quotation marks. What other rules can you give?

Write five words ending in ly suitable to go with each of the following verbs:

reads	eats	works	sings
writes	sleeps	prays	plays
studies	talks	laughs	

(Example: Reads slowly.)

- b. Use in sentences the phrases, as "reads slowly," She reads slowly.

Give parts of a statement. Explain to teacher meaning of this statement: Show parts, etc. President McKinley is a great man.

Form plurals and (b) use in sentences, draw one line under the subjects and two lines predicates:

marble	week	chicken	coat
tree	hat	basket	flag
bird	paper	bucket	box
car	nail	mile	fly
cupful	church	hour	pen
spoonful	horse	pencil	

Teacher continue list.

Composition:

Describe a lost knife.

Describe a girl you know.

Describe your school house.

Write about "Last Christmas Day."

(Teacher continue work.)

Use each of these words in a sentence as the name of something:

ride	roof	carpet	eight
iron	rose	saw	plough
ring			

Use each of these words in sentences, to assert action:

ride	plant	light	play
iron	saw	speak	call
carpet	walk	read	jump
ring	plough	sing	ride



Use each of these words in a sentence to describe something:

kind	deep	soft	brownish
white	shallow	hard	noisy
red	round	blue	still
large	strange	green	pretty
tall	kind	shrill	gay
handsome	blind	lean	old
rapid	bright	fat	well
slow	light		

Use each of these words in a sentence to show how, when and where something was done:

well	slowly	here	lightly
now	fast	kindly	
often	far	gently	

Write two statements about each person or thing named below. In the first statement use the name of the person or thing, and in the second statement use a pronoun referring to that name:

horse	cotton	government	church
dog	coal	gold	cow
camel	Emma	iron	turkey
Ralph	Rover	ship	hog
man	McKinley	school	

## HISTORY.

### OUTLINE FOR THE STUDY OF THE REVOLUTIONARY WAR.

#### CAUSES.

##### B. Indirect.

1. Laws.
2. Navigation Acts.
3. Writs of Assistance.
4. Stamp Act.

##### A. Direct.

6. New Duties.
7. Mutiny Act.
8. Boston Massacre.
9. Boston Tea Party.
10. Port Boston Closed.

#### 11. First Continental Congress.

1775. Battle of Lexington April 19.  
Capture Crown Point and Ticonderoga, May 10.  
Second Continental Congress, May 10.  
Battle Bunker Hill, June 17.  
Expedition against Quebec.
1776. Evacuation of Boston, March 17.  
Attack on Fort Moultrie, June 28.  
Declaration of Independence, July 4.  
Battle Long Island, August 27.  
Washington's Retreat.  
Flight through New Jersey.  
Battle Trenton, Christmas Night.
1777. Battle Princeton, January 3.  
Battle Brandywine, September 11.  
Battle Germantown, October 4.  
Burgoyne's Invasion, June.  
Burgoyne's Difficulties.  
Two Battles of Saratoga, September 19 and October 7.
1778. Winter in Valley Forge, '77-'78.  
Aid from France.  
Battle Monmouth.  
Campaign Rhode Island.  
Wyoming Massacre.
1779. Attack on Savannah.  
Stony Point.  
General Sullivan.  
Paul Jones.
1780. Battle Camden.  
Partisan Corps.

#### Arnold's Treason.

#### Continental Money.

#### 1781. Campaign in South.

#### Greene's Retreat—Close of Campaign.

#### Arnold at North.

#### Yorktown.

#### Peace, September 3, 1783.

#### Weakness of Government.

#### Shay's Rebellion.

#### Constitution Adopted September 17, 1787.

Locate: Boston, Portsmouth, Cambridge, Newport, Marblehead, Salem, New York, Philadelphia, Concord, Lexington, Charlestown, Bunker Hill, Crown Point, Ticonderoga, Fort Edward, Lake Champlain, St. John's, Montreal, Quebec, Dorchester Heights, Halifax, Fort Moultrie, Charleston, Staten Island, Long Island, Brooklyn, Wallabout Bay, Harlem Heights, White Plains, North Castle, Forts Lee and Washington, Trenton, Princeton, Morristown Heights, Chesapeake Bay, Brandywine, Chad's Ford, Germantown, Forts Mifflin and Mercer, Danbury, Whitehall, Bennington, Bemis Heights, Saratoga, Mohawk Valley, Valley Forge, Monmouth Court House, Wyoming Valley, Savannah, Stony Point, Camden, West Point, Tarrytown, Cowpens, Catawba, Yadkin and Dan, Guilford Court House, Eutaw Springs, Yorktown, Cherry Valley, Fort Griswold, Fort Schuyler, Norwalk, Fairfield, New Haven.

Tell one fact about: Benjamin Franklin, Paul Revere, Admiral Montague, Colonel Smith, Major Pitcairn, Israel Putnam, General Ward, Colonel Prescott, Ethan Allen, Benedict Arnold, General Warren, King George III., Washington, General Montgomery, General Howe, General Clinton, Admiral Parker, Sergeant Jasper, Richard Henry Lee, Admiral Howe, Thomas Jefferson, Roger Sherman, Robert R. Livingston, Nathan Hale, Cornwallis, General Lee, General Ball, General Greene, Erskine, Sullivan, Pulaski, Stirling, LaFayette, Wayne, Burgoyne, Tryon, Schuyler, Lincoln, Jane McCrea, Kosciusko, Gates, St. Leger, Stark, Fraser, Conway, General Reed, Isaac Potts, Molly Pitcher, D'Eustach, Butler, Prevost, Paul Jones, Captain Landis, De Kalb, "Marion, Sumter, Pickens, Lee," "Paulding, Van Wart and Williams," Andre, Tarleton, Greene, Earl Balcarras, Robert Morris, Shay.

Who were the Partisan Corps? Who was Poor Richard? Who was a father although he had no children of his own? Who said America had no right to manufacture so much as a nail for a horse shoe? Who rode down a very steep hill when the British went after him. Who said: "To my dying day I will oppose, with all the powers and faculties God has given me; all such instruments of slavery on the one hand and villainy on the other"? Who said: "Then and there the trumpet of the Revolution was sounded"? Who is credited with these words: "One, if by land and two if by sea, and I on the opposite shore will be"? Who said: "Caesar had his Brutus, King Charles his Cromwell, and George III. may profit by their examples. If this be treason, make the most of it"? Who shut down his window when he found he had to pay a bill? Who was the "Cold Water Printer"? In what battle did Colonel Smith take part? Who said: "Disperse, ye rebels, lay down your arms"? "What college president offered prayer just before the battle of Bunker Hill"? Who said: "In the name of the great Jehovah and the Continental Congress"?—The Connecticut School Journal.

## ORIGINAL TEST PROBLEMS.

By Louis Baer.

Series A No. 13.

1. (\$500.) Springfield, Ill., Jan. 1, 1901.  
Sixty days after sight, pay to S. L. Wade, or bearer, five hundred dollars, value received, and place to the account of HENRY DUNLAP.  
To Wm. Waldon & Co., Philadelphia:  
What is the cost of the above draft, exchange being at the premium of 1 per cent and interest 6 per cent?
2. What is the cost of the above draft, exchange being at a discount of 1 per cent, and interest 6 per cent? (Note: The interest and premium or discount are calculated on the face of the draft.)
3. Who is the drawer of the above draft. The drawee? The payee?
4. If the above draft is accepted, what is written on it and where?
5. Bought goods listed at \$410, with a discount of 10, 10, 10. What did the goods cost me?
6. A book dealer bought 4 dozen copies of Bailey's Mental Arithmetic, listed at 50 cents a copy, with a discount of 10, 5, 3. How much did the books cost him?
7. Bought goods at 20, 10, 12½ off, thereby paying \$630; what was the list price?
8. What must a merchant mark a cloak that costs him \$2 in order to allow a discount of 20 per cent and still make a profit of 25 per cent?
9. A dealer in implements marked a binder \$250. A farmer wished to buy the binder but was dissatisfied with the price. The dealer offered him a discount of 20 per cent, but the farmer still being dissatisfied was given another discount of 10 per cent for cash. The dealer made a profit of 20 per cent. What did the binder cost him?

## ORIGINAL TEST PROBLEMS.

By Louis Baer.

Series A No. 14.

1. (\$200.) Peoria, Ill., Feb. 10, 1901.  
At sight pay to Edward Stahl, or order, two hundred dollars, for value received, and charge to the account of JAMES A. MILFORD.  
To John May & Co., San Francisco.  
By what name is the above draft known?
2. What is the cost of a sight draft on New Orleans, for \$1,888.90, at ¾ per cent discount?
3. Find the cost of a sight draft on St. Paul for \$1,395, at 1¼ per cent premium.
4. What is the face of a sight draft on Chicago, which costs \$260.65 at ¼ per cent premium?
5. Thomas White spent 12½ per cent of his money for board, 5 per cent for clothing, 25 per cent of the balance for books and then had \$309.375 left. How much money had he at first?
6. A horse was sold for \$88, at which price 37½ per cent was gained. What per cent would have been gained by selling the horse at \$80?
7. By selling knives at \$6 a dozen, 33 1-3 per cent is lost. At what price should each knife be sold to gain 20 per cent?
8. How should U. S. 6½'s be quoted when \$6,240 is paid for bonds having a par value of 6,000?
9. When 8 per cent stock is quoted at 96, what rate of interest does the investment pay?
10. How much 9½ per cent stock must be bought to yield an annual income of \$3,610?
11. How much must be paid for \$3,000 U. S. 5's at 121¼, brokerage ¼ per cent?

## ORIGINAL TEST PROBLEMS.

By Louis Baer.

Series A No. 15.

1. Find the cost of a draft for \$400, payable 45 days after sight, exchange being at ¾ per cent discount, and interest 5 per cent.
2. Henry Afton, of St. Louis, wishes to send his brother, Edward Afton, of New York, \$180. Just at that time New York owes St. Louis, that is, New York banks have a great deal of money that belongs to St. Louis banks, therefore drafts bought in St. Louis on New York are at 1 per cent discount. Drafts bought in New York on St. Louis are at a premium of 1 per cent. How much does Henry Afton pay for the draft?  
Note.—Many pupils who have had only one lesson in percentage can find 1 per cent of \$180 and subtract it, but the object here is to get pupils to understand the causes that make the rate of exchange at a premium or at a discount.
3. Two weeks after Edward Afton, of New York, had received the draft of \$180, he wishes to return the money to his brother, Henry Afton, of St. Louis. New York still owes St. Louis and the rate of exchange is the same. What must Edward Afton pay for the draft of \$180 on St. Louis? (Remember that a New York draft on St. Louis is at a premium of 1 per cent.)
4. What will be the cost of 43 shares of stock at 95, and ¼ per cent brokerage?
5. Sold two organs at \$100 each. On one I gained 25 per cent and on the other I lost 25 per cent. Did I gain or lose in the transaction, and how much?
6. Bought two organs at \$100 each. On one I gained 25 per cent and on the other I lost 25 per cent. Did I gain or lose in the transaction and how much?

## ORIGINAL TEST PROBLEMS.

By Louis Baer.

Series A No. 16.

1. Find the net amount of a bill of \$640, subject to the following discounts: 30, 10, 4.
2. Mr. A. bought 62 horses at \$80 each. Three of them died soon after he bought them. At what average price must he sell the rest to gain 10 per cent on the investment?
3. A merchant sold a lot of goods for \$100 and thereby lost 20 per cent; he then bought more goods for \$100 and sold them at a gain of 20 per cent. What was his entire gain or loss?
4. From a cask of oil there leaked out 8.1 gallons, which was 9 per cent of the number of gallons the cask holds and 27 per cent of the number of gallons it originally contained. How many gallons does the cask hold? How many gallons were there in it before any of it leaked out?
5. W. C. Turney bought a boat for \$80 and sold it at a gain of 25 per cent to Henry Todd. Henry Todd sold it at a gain of 20 per cent to Ed. Garner. Ed. Garner sold it at a loss of 25 per cent to Ed. Wilson. What did Ed. Wilson pay for the boat?
6. After deducting a commission of 5 per cent, how many pounds of rice, at the rate of 3 pounds for 25 cents can be purchased for \$630?
7. A lawyer collects a debt of \$192; after deducting his fee, remits \$172.80; what is the rate of commission?
8. I sold a lot of goods at a gain of 10 per cent, with the money bought another lot and sold it for \$66, and lost 25 per cent; what was my gain or loss?
9. An elevator is insured for \$5,000 at the rate of ⅞ per cent, and the grain stored in it for \$5,000 at ¼ per cent. What is the entire premium?



TENNYSON'S LANCELOT AND ELAINE AND THE PASSING OF ARTHUR. Edited with Introduction and Notes by James E. Thomas, B. A.

JOHN RUSKIN'S SESAME AND LILIES. Edited with Introduction and Notes. By Agnes Spofford Cook, A. B.

GOLDSMITH'S THE TRAVELER and THE DESERTED VILLAGE. Edited with Introduction and Notes. By Frederick Tupper, Jr., Ph. D.

These well known books are put in handy shape for use in the school room. A portrait and biographical sketch of the author is found in each. They belong to the "Silver Series of English and American Classics," issued by Silver, Burdett & Co., Boston and New York, and sell for 35 cents each.

AN ELEMENTARY GRAMMAR OF THE SPANISH LANGUAGE. By L. A. Loiseaux, B. S.

AN ELEMENTARY SPANISH READER. By L. A. Loiseaux, B. S.

These little books belong to the Silver Series of Modern Language Text Books, issued by Silver, Burdett & Co., New York, Boston and Chicago. They are intended for pupils in high schools and colleges. The author is instructor in the Romance languages in Columbia University, and these books seem suited for the end aimed at. The grammar exercises are intended to give the student the most idiomatic Spanish accessible to him at this stage, while the Reader is intended to furnish material sufficient to last till the student can handle profitably complete modern works in the original.

W. C. L.

WILKINSON'S FOREIGN CLASSICS IN ENGLISH. By William Cleaver Wilkinson, Professor of Poetry and Criticism in the University of Chicago. Six volumes. Frank & Wagnalls Co., New York.

This series covers Greek, Latin, French and German classics. The Greek and Latin are each in two volumes, one preparatory and the other for college. The books are intended to give one a clear and satisfying knowledge of the best classical literature. They supply a comprehensive course for those who cannot attend

college, and are especially valuable for those who are ignorant of foreign languages. They will also prove helpful supplementary reading for such as attend college, and can read the classics in the original. They are not textbooks, but attractive reading for all who wish to inform themselves along these various lines of literature. Prof. Wilkinson deserves the gratitude of all who are ambitious to acquaint themselves with the best there is in these foreign languages, because he has put the contents in such form as to render the greatest possible aid to those students who cannot read them in the original. The comments and notes are helpful, and there is a valuable table of literary works arranged chronologically in the back of the first volume. We bespeak a hearty reception for this series. W. C. L.

CORNEILLE'S NICOMIDE. Edited and annotated by James A. Harrison, Professor in the University of Virginia. Cloth, 12mo., 153 pages. Price 60 cents. The MacMillan Co., New York.

This is one of MacMillan's French Classics for School and College Use, edited by Prof. F. C. de Sumichrast. The notes are extended and clear, and the vocabulary is complete and concise. The book will certainly be in demand among teachers and students of the French language. It is printed in a neat, clear and attractive form, well bound and substantially constructed.

G. E. W.

NEW METHODS IN EDUCATION—ART, REAL MANUAL TRAINING, NATURE STUDY. By J. Liberty Tadd, Orange Judd Co., New York and Chicago, 352 pages.

This is the Students' Edition of the work which, although not two years old, has made a profound impression throughout the educational world. It proceeds on the principle that esthetics is an important element in education, and that every child has the right to know and enjoy the beautiful in nature and art. Manual training as the main end finds no comfort in this book. The chief care is given to training the mind, the eye and the hand. Some of the radical features of the method are ambidextrous drawing, memory drawing and rotation of the branches of work. "The pupils do not take a course of drawing alone, or of modeling alone, to be followed by another course for a certain period, but in every grade from the lowest the children are required to work in the

## A Tonic and Nerve Food

# Horsford's Acid Phosphate.

When exhausted, depressed or weary from worry, insomnia or overwork of mind or body, take half a teaspoon of Horsford's Acid Phosphate in half a glass of water.

It nourishes, strengthens and imparts new life and vigor by supplying the needed nerve food.

Sold by Druggists in original packages only

four departments of drawing, designing, clay modelling and wood carving." The work is the outcome of more than twenty years' experiment, with thousands of pupils and teachers at the Public Industrial Art School, Philadelphia. It is therefore worthy of serious consideration. The wealth of illustrations, the large type, the clear arrangement of books and topics, and the full index, make the work itself an illustration of its main contention.

W. C. L.

STATE OF OHIO, CITY OF TOLEDO, ss.  
LUCAS COUNTY,  
FRANK J. CHENEY makes oath that he is the senior partner of the firm of F. J. CHENEY & Co., doing business in the City of Toledo, County and State aforesaid, and that said firm will pay the sum of ONE HUNDRED DOLLARS for each and every case of Catarrh that cannot be cured by the use of HALL'S CATARRH CURE.

FRANK J. CHENEY.  
Sworn to before me and subscribed in my presence, this 6th day of December, A. D. 1896,  
A. W. GLEASON,  
Notary Public.

Hall's Catarrh Cure is taken internally, and acts directly on the blood and mucous surfaces of the system. Send for testimonials, free.

F. J. CHENEY & CO., TOLEDO, O.  
Sold by Druggists, 75c.  
Hall's Family Pills are the best.



**ANALYTICAL GEOMETRY.** By Charles H. Ashton, A. M., Instructor in Mathematics in Harvard University. Cloth, 12mo., 266 pages. Price, \$1.25. Charles Scribner's Sons.

This is an elementary text book on plain and solid analytical geometry for class-room use. It is not an exhaustive treatise on the subject. The author introduces numerous problems applying the various principles set forth. G. E. W.

**NEW COMPLETE ARITHMETIC.** By David M. Sensenig, M. S., and Robert F. Anderson, A. M., Instructors in Mathematics, State Normal School, West Chester, Pa. Cloth, 12mo., 427 pages. Price, 90 cents. Silver, Burdett & Co.

This is a text book planned for high schools, normals and academies.

**THE BEACON SONG COLLECTION.** No. 2. For use in high schools, academies and choral classes. Compiled and arranged by Herbert T. Griggs, supervisor of music in the public schools of Denver, Colo. Silver, Burdett & Co., New York, Boston and Chicago.

**THE ATLAS TABLET OF UNITED STATES HISTORY.** By F. W. Nichols, M. Ph., Superintendent of Public Schools, District No. 2, Evanston, Ill. Price, 60 cents, with discount. Central School Supply House, New York, Chicago and Atlanta.

The book might be fittingly called an outline of laboratory work in history. Text books are used as a reference, and the pupil is encouraged to tell and write the topics in his own language. G. E. W.

**HERAKLES.** The Hero of Thebes and Other Heroes of the Myths. By Mary E. Burt. Cloth, 12mo., 146 pages. Illustrated. Price, 60 cents. Charles Scribner's Sons.

The story of these heroes is charmingly written, and the book is of the usual standard of those published by the Scribners. G. E. W.

**NATURE—STUDY READERS.** Book IV. Harold's Explorations. By John W. Troeger, A. M., B. S., and Edna Beatrice Troeger. Cloth, 12mo., 280 pages. D. Appleton & Co., New York.

This is another of the "Home Reading Books," edited by William T. Harris. The authors present the subject of physical geography in a clear and attractive style, dividing it into the following sections:

I. Bay and River. II. The Earth Book. III. A Journey to the Warm

## .. HOME STUDY ..

"Going to school by mail" is a pronounced success. Exceptional advantages are now offered to persons who desire to pursue a course of study at home by

### — THE — CORRESPONDENCE SCHOOL OF HIGHLAND PARK COLLEGE DES MOINES, IOWA.

This institution, in ability of faculty, in thorough and practical courses, in methods of instruction, and in satisfactory results to students is the **leading Correspondence School in the United States.** Courses are offered in **Languages, Mathematics, Literature, History, Science, Law, Pedagogy, Steam and Electrical Engineering, Pharmacy, Commercial Branches, Stenography and Telegraphy.**

Expenses are very moderate. Students may enroll at any time. Send for **PROSPECTUS** containing detailed information. Mailed free upon application to the President,  
**C. C. REARICK, Des Moines, Iowa.**

Belt. IV. In the North Land. V. Facts About Substances. This book will doubtless be hailed with the same hearty welcome that the others of the series have met. It will certainly add great interest to the study of physical geography as a science. G. E. W.

**THE STORY OF THE AGES.**—By Ida Brown. Cloth, 12 mo. 108 pages. Illustrated. Price 35 cents.

In this book the development of the earth (from a geologist's standpoint) is told in such simple language and pure style as to make it attractive to a most indifferent child. It will arouse curiosity and lead a child to investigate for himself.

**SELECTED LETTERS OF VOLTAIRE.** Edited by L. C. Syms, Bachelier des Lettres. Licence en Droit de l'Université de France. Boys' High School, New York. Author of "First, Second and Third Years in French." Cloth, 12mo., 249 pages, with portrait. Price, 75 cents. American Book Company.

This is a collection of seventy-four of Voltaire's letters illustrative of his style—sparkling with wit and sharp with raillery. The notes and vocabulary are good. G. E. W.

**THE TEACHING OF LATIN AND GREEK IN THE SECONDARY SCHOOLS.** By Charles E. Bennett, A. B., and George P. Bristol, A. M., Professors in Cornell University. Cloth, 12mo., 336 pages. Longmans, Green & Co., 91 and 93 Fifth avenue, New York, London and Bombay.

This is one of the books of the American Teachers' Series, edited by Jas. E. Russell. It is an exposition of the position these two subjects hold in the educational systems. In another sense, it is a plea for these two sub-

jects. It goes still further and outlines the work and what should be accomplished in the teaching of these subjects. Teachers of Latin and Greek will find this an interesting book. G. E. W.

**THE CHILDHOOD OF JI-SHIB THE OJIBWA.**—By Albert Ernest Jenks, Ph. D. Cloth, 12 mo. 130 pages. Price \$1.00. The American Thresherman, publishers, Madison, Wis.

This book is well illustrated with more than sixty pen sketches. It is intensely interesting, and those who are most learned in American ethnology recommend it highly for its accuracy. Its charming simplicity, the clearness of its style, and its intense realism will certainly make it a most attractive book for children. It is most highly recommended by Prof. W. J. McGee, Ethnologist in charge Bureau of American Ethnology at Washington. G. E. W.

**THE ARITHMETIC PRIMER.**—By Frank H. Hall, author of the Werner Arithmetics. Cloth, 12 mo. 108 pages. Price 25 cents. Werner School Book Company, Chicago, New York and Boston.

This book is designed for the first and second grades. Teachers will find it a helpful and pupils an instructive book. G. E. W.

**THE HOWELLS STORY BOOK.**—By Mary E. Burt and Mildred Howell. Cloth, 12 mo. 161 pages. Price 65 cents. Charles Scribner's Sons, New York.

This book contains most delightful stories which would please any child of sane mind and fair power of imagination. As a gift book it would do well. G. E. W.

THE ENGLISH SENTENCE.—By Lillian G. Kimball, Instructor in English, State Normal School, Oshkosh, Wis. Cloth, 12 mo. 244 pages. Price 75 cents. American Book Company.

This book is planned as a continuation of grammar study in high schools and Normal school. G. E. W.

### Literary Notes

The March Atlantic contains a remarkable analysis of President McKinley's character and administration written by Henry B. F. Macfarland, Commissioner of the District of Columbia, and the well-known Washington representative of the Boston Herald.

The March issue of "Modern Culture" opens with a charmingly written article on "Social and Domestic Life of the Modern Greek." "The Chinese Quarter of San Francisco" is described, and we are also given "Glimpses of Life in the Philippines," besides many other articles of interest.

Miss Helen Gould writes an article in the interests of the enlisted men of the army and navy in the March issue of "Success." Ex-Governor Newell tells of the origin of the life-saving service. The story of the DeReszkes' marvelous rise from hotel boys in Warsaw to princes of the operatic stage is charmingly told.

The leading feature of the March "McClure" is a character study of Edward the Seventh. Theodore Roosevelt contributes an article on "Reform Through Social Work." "The Disbanding of the Union Army" describes how the Federal Government returned its army of a million from the camps of war to the fields of peace.

Messrs. Thomas Y. Crowell & Company have in preparation for publication in April an absorbing story by Lucy Cleaver McElroy, entitled "Julietta, A Story of Old Kentucky." The illustrations have been drawn by Mr. W. E. Mears, a young New York artist of much promise, who spent several weeks amid the scenes which form the setting of the story.

The publishers are already receiving orders and numerous inquiries, and it is confidently expected that the book will leap at once into popular favor.



## YOU CAN'T

Make sweet butter in a sour churn. The stomach is a churn. A foul stomach fouls the food put into it. When the food is fouled the blood made from it is fouled also. Foul blood means disease. Cleanse the churn and you have sweet butter. Cleanse the stomach and you have pure blood. The far reaching action of Dr. Pierce's Golden Medical Discovery is due to its effect on the stomach and other organs of digestion and nutrition. Diseases which begin in the stomach are cured through the stomach. Because the stomach is the centre of physical nourishment, every part of the body suffers when that organ is diseased. When the stomach is "weak" it cannot extract from the food it receives, the nourishment necessary to sustain the body in vigorous health. Sometimes the whole body suffers and is enfeebled. Sometimes the weakness of some particular organ attracts disease.

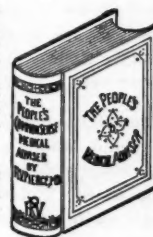
Dr. Pierce's Golden Medical Discovery cures diseases of heart, lungs, liver, nerves, etc., which seem remote from the stomach, by curing the diseased stomach and other organs of digestion and nutrition in which these ailments have their origin. It eliminates the waste and poisonous substances which corrupt the blood. It increases the blood supply by increasing the activity of the blood-making glands. It strengthens the stomach, nourishes the nerves and heals the lungs.

There is no alcohol in "Golden Medical Discovery," neither does it contain opium, cocaine, or any other narcotic.

There is nothing "just as good" as the "Discovery." Do not be imposed upon by dealers who sell unreliable medicines for the sake of an excessive profit.

"Dr. Pierce's Golden Medical Discovery has proved a great blessing to me," writes Mrs. Ellen E. Bacon, of Shutesbury, Franklin Co., Mass. "Prior to September, 1897, I had doctored for my stomach trouble for several years, going through a course of treatment without any real benefit. In September, 1896, I had very sick spells and grew worse; could eat but little. I commenced to take Dr. Pierce's medicine, and in a short time I could eat and work. I have gained twenty pounds in two months."

Dr. Pierce's Common Sense Medical Adviser sent free on receipt of stamps to pay expense of mailing only. Send 21 one-cent stamps for paper-bound volume, or 31 cents for cloth binding, to Dr. R. V. Pierce, Buffalo, N. Y.



"Rosalynde's Lovers" is the title of the complete novel by Maurice Thompson in the March issue of "New Lippincott." Among the short stories may be mentioned "At the Gates of Mercy," "Lisa; a Sketch of Southern California," and two chapters of "A Book of Remembrance," which will soon appear in book form. This issue also contains an abundance of good and seasonable verse.

"The proper Cooking of Fish" is the subject of an interesting article in the March number of "Good Housekeeping." The latest and best ways for cooking eggs, recipes for delicious salads, and new recipes for the chafing dish are also found in this issue, as well as articles of equal interest to

housekeepers. The Phelps Publishing Co., Springfield, Mass. 10 cents per copy.

Frank Leslie's Popular Monthly.—The March number of Frank Leslie's Popular Monthly will be very generally regarded as one of the best issues in the history of the magazine. A striking article, "Farther North Than Nansen," gives the first adequate account that has appeared on this side of the water of the heroic dash for the pole which has placed the name of Abruzzi in the list of famous Arctic explorers. The tale is full of the keenest human interest and shows what men may attain when energy is directed by method and courage matched with skill.

Hon. Charles Denby, formerly U. S. Minister to China, contributes an article to the March Forum, entitled "What of the Democratic Party?" Mr. Denby discourses on the principal events of recent political history, such as Populism, free silver, anti-injunction, the income tax, expansion, etc., and gives some very sound advice regarding the conduct of future political policy.

Mrs. Nation's saloon-wrecking crusade is the occasion of some pertinent paragraphs in the March issue of the "Review of Reviews." Dr. Shaw discusses Cuba's future relations with the United States. Australian life of today is depicted in an interesting manner. Those who have supposed that tea-growing is impracticable in the United States will be surprised by the contents of an article entitled "American Tea Gardens Actual and Possible."

Almost every part of the globe is represented in the March "Scribner." Richard Harding Davis gives an account of a journey "Along the East Coast of Africa." Thos. F. Millard tells of "The Settlement in China." Henry Norman gives an article on Russia. "The Transformation of the Map" shows at a glance the tremendous changes of the century. It also contains a number of articles in the lighter vein.

"The Balloonist" is the hero of Cleveland Moffitt's paper on "Careers of Danger and Daring" in the March issue of St. Nicholas. Mrs. Josephine Peary, wife of the great Arctic explorer, tells of the early childhood of her daughter Marie who was born within the Arctic Circle. Capt. Rhodes tells "How Armies Talk to Each Other" with flags, flash-lanterns, etc. Charming stories are told of the "Pets of Noted People."

The International Monthly for March is a strong number. Will H. Low writes on "National Expression in American Art," especially applied to building and decorating. Art in the old world has arrived at maturity in certain directions. Mr. Low writes in a most optimistic strain of the possibilities open to American designers. It is interesting to note that Richard Morris Hunt claimed the trained architect was almost unknown in our greatest city thirty years ago.

## Women's Salaries

as book-keepers and stenographers are large—if they are thoroughly trained. By our unique method of teaching technical and practical subjects entirely by mail we are giving thousands of women thorough

### Training at Home in Book-keeping and Shorthand

We can qualify you in a short time, using only your leisure hours for study, to take a position above the drudgery and meagre salaries usual with beginners in business. Courses also in **Teaching and Ornamental Design**, which can be mastered, by our method, without interrupting your daily occupation. Write for circular of subject interested in.

**INTERNATIONAL CORRESPONDENCE SCHOOLS, Box 1261 Scranton, Pa.**

The March "Atlantic" contains a vigorous article on "Mr. McKinley as President." Editorially the Atlantic calls upon the administration to "Give the Country Facts about the Philippines." In "A Letter from Germany" sums up the history and accomplishments of that nation during the closing year of the century. The issue contains also many lively stories and sketches.

The installment of "The Rivalry of Nations" in the March "Chautauquan" deals with international interests centered in Africa. Prof Edwin A. Grosvenor takes the reader through Constantinople in his "Reading Journey in the Orient." "Russian Women" are described by Isabel F. Hapgood. "A Survey of the Development of Greek and French in American Colleges" is contributed by Chas. Chaplin.

Into every library, public or private, should go Mr. Frederick Harrison's admirable volume called—"The Choice of Books".

I have enjoyed it very much, and believe every teacher who reads it will be a better teacher.—Mrs. P. A. Taylor, County Superintendent Schools, Cairo, Ill.

Burke said—"It is not what a lawyer tells me I may do, but what humanity, equity and justice tell me I ought to do that governs my conduct and action."

I had decided that I would take some other educational paper, and not take the American Journal of Education, but on comparison I find it suits my purpose so much the best that I concluded to continue it, too.—Mrs. Mary R. White, Montgomery City, Mo.

#### Washington's Birthday Exercises.

With mirth, feasting and special exercises the students of Shurtleff College, at Upper Alton, Ill., celebrated Washington's birthday. The program commenced at 10 o'clock in the morning with exercises participated in by representatives of each class in the college, interspersed with musical selections. At 7:45 a banquet was held in the Pierson Gymnasium. It was 9 o'clock when the toastmaster announced the first toast, "The Teacher of the Twentieth Century," by Major J. B. Merwin, of St. Louis, editor of the Americal School and College Journal. He was followed by Dr. Foulan, of East St. Louis. Hon. Jos. Graham, editor of the St. Louis Republic, gave a toast on "The Citizen of the Twentieth Century," Senator Chapman, of Jerseyville, spoke on "Our Country and the Twentieth Century," and the closing toast of the evening was given by President Stanley of Shurtleff on "Shurtleff and the Twentieth Century." Just before the departure of the guests, Rev. Dr. L. A. Abbott read, by special request, a poem of his own composition on "Washington."

We all have strength enough to endure the troubles of other people.



#### LIFE SIZE DOLL FREE "Baby's clothes will now fit Dollie."

Girls can get this beautiful Life Size Doll absolutely free for selling only four boxes of our Great Cold & Headache Tablets at 25 cents a box. Write today and we will send the tablets by mail postpaid; when sold send us the money (\$1.00) and we will send you this Life Size Doll which is 24 feet high and can wear baby's clothes. Dollie has an indestructible Head, Golden Hair, Rosy Cheeks, Brown Eyes, Kid Colored Body, a Gold Plated Beauty Pin, Red Stockings, Black Shoes, & will stand alone. This doll is an exact reproduction of the finest hand painted French Doll, and will live in a child's memory long after childhood days have passed. Address: NATIONAL MEDICINE CO., Doll Dept. 527 New Haven, Conn.



I have taken your paper several years and consider it the best paper that comes to me.—H. P. Fidd, Junction, Tex.

The American Journal of Education, mailed to me, has been looked over carefully. I like it and found much interesting reading.—S. J. Alleshous, Wooster, O.

I have enjoyed your Journal very much this year and value it highly. Will be glad to commend it to my teachers.—Mrs. Mary E. Sykes, Monmouth, Ill.

#### TO SCHOOL TEACHERS.

It will pay every school teacher, who reads this notice, and wishes to better his or her condition in life, to write at once for our beautiful 64 page Illustrated Catalogue, *free*. You will be shown how you can easily double and treble your yearly earnings. *Write today*. Address D. L. Musselman, President Gem City Business College, Quincy, Ill.

**GET** A practical knowledge of **Sign and House Painting**

Gold and Silver Lettering, Bronzing, Graining, Carriage and Show Card Painting, Kalsomining, Mixing Colors, Contracting, Etc., from our Painters' Book. Our book of 25 years experience in sign and house painting is so simple that even boys can teach themselves the painter's trade in a short time. 25 illustrated alphabets are included in our book. Write for descriptive circulars. Val. Schreiter Sign Works, Milwaukee, Wis.

#### OF INTEREST TO TEACHERS Desiring Profitable Summer Employment!

This company desires the services of an active, energetic Teacher (gentleman or business-like lady) in each county for the Summer Vacation, to manage our sample display, distribute Price Lists, Book and Magazine Combination Offers, etc., at Teachers' Institutes and enroll Teachers and book-buyers as members of our Library Association "Book-buyers' Union," which cuts book bills in half and supplies any book wanted direct from Publisher to Purchaser at 45 per cent. to 60 per cent. discount; \$7.50 worth of latest novels (your own selection) for \$3.50; \$8.50 worth of leading Magazines (your own selection) for \$3.50; \$7.50 Teachers' Books for \$4.50; \$10.50 Standard Fiction, History, etc., for \$5.50. Endorsed by all book-buyers.

"As Chairman of Book Committee of Chicago Woman's Club, I have for past 4 years bought all their books through the Northwestern Library Association at an average discount of 40 per cent.; have had prompt service; they do an immense business."—Mrs. E. A. Dixon, Librarian Univ. Chicago.

"Mrs. Dixon's last purchase was Feb'y, 1901."

"I take pleasure in recommending the Northwestern Library Association as a reliable institution, and one which is very beneficial in enabling members to get books etc. at wholesale prices."—John I. D. Hinds, Dean Cumberland Univ., Lebanon, Tenn. (Prof. Hinds last purchase was May, 1901.)

To one Teacher in each county furnishing satisfactory references, we offer a summer engagement at \$10.00 a month and commission on sales. The position will pay \$135.00 a month with reasonable push and energy; some teachers earn \$75.00 a week in Institutes. Our "Combination Offers" for 1901 cover all the best and most popular books and magazines and are a revelation in modern book selling. Send to stamp for Condensed Book List and "Combination Offers;" they will save you money. Address, **NORTHWESTERN LIBRARY ASSOCIATION, 5-7 Washington St., Chicago, Ill.**

## Barnes Business College,

Board of Education Building, St. Louis.

**YOUR  
CHOICE OF  
FOUR  
PRACTICAL  
COURSES.**

1. **The New Short Course.**—Bookkeeping and Business Practice. Can be completed in three to four months.
2. **The Advance Bookkeeping Course.**—Inter-communication Business Practice, Advanced Accounting, Office Practice, Banking, etc. Can be completed in five to eight months.
3. **The Shorthand and Typewriting Course.**—Including Short Course in Bookkeeping, if desired. Can be completed in five to seven months.
4. **The Full Commercial Course.**—Including all of Courses 2 and 3. Can be completed in ten to twelve months.

Instruction in Penmanship, Spelling, Business Forms, Business Letter Writing, and Practical English is included in each course.

Shorthand and Bookkeeping taught by correspondence. For catalogue and full information, Address,

**BARNES BUSINESS COLLEGE,**

909 Locust Street, St. Louis.

## Studies in Literature

**EDWIN A. GREENLAW, A. M.**

Instructor in English in Northwestern University.

A valuable pamphlet on the study of poetic diction, giving a large number of practical exercises to be worked out by the student. It is exceedingly valuable for class work or for home study on the part of the teacher. It gives a new insight into the study of poetry. Price, 10c.

By the same Author

### "STUDIES IN MACBETH,"

A series of thought questions and topics, and directions for studying the drama. Invaluable for home study, or for school use. Price, 10c. Copies may be obtained by addressing,

**EDWIN A. GREENLAW,**  
(tf) Evanston, Ill.

## REPRESENTATIVES

for MODERN CULTURE desired in every city town and village. Pleasant work and large commissions. Send two references and full particulars and free equipment will be mailed you. **MODERN CULTURE MAGAZINE CO.,** Caxton Building, Cleveland, Ohio.

## CHICKENS ARE NOW SOLD BY THE POUND



**ST. LOUIS BELL FOUNDRY,**  
STUCKSTEDE & BRO.  
Church Bells, Pells and Chimes,  
of best quality Copper and Tin  
2836 & 2838 S. 3d St., St. Louis, Mo

#### T. LOUIS-PEORIA A LINE.

(C., P. & St. L. R. R.—St. L., C. & St. P. Ry.)

Train	Depart	Arrive
Peoria, Pekin and Grafton	8:15 a m	
Express	4:30 p m	
Springfield and Grafton Mail	10:55 a m	
Springfield and Grafton Mail		7:30 p m
Peoria, Pekin, Springfield & Grafton Express		
Daily	Except Monday.	
Except Sunday.	Sunday only.	
Except Saturday.	Saturday only.	

## HOME The University of Chicago STUDY

offers over 225 elementary and college courses by correspondence in 28 of its Departments, including Pedagogy, History, the Languages, English, Mathematics, Physiography, Zoology, Physiology, Botany, etc. Instruction is personal. University credit is granted for college courses successfully completed. Work may begin at any time. For circular address

**THE UNIVERSITY OF CHICAGO,**  
(Div. H), CHICAGO, ILL.

## SONGS FOR YOUNG AMERICA.

A book of songs for our public schools. They touch the social, intellectual, moral and patriotic life of the scholar and can be used in any grade. 128 pages. Sample 10c.

**THE EVANGELICAL PUB. CO., CHICAGO.**

## Electric Lighted Trains

## CHICAGO & NORTH-WESTERN RAILWAY

**THE North-Western Limited Service,**  
6.30 p. m. daily to St. Paul and Minneapolis, cannot be excelled and offers the best of everything. Any agent will give you information about it. Three other first class trains from Chicago also—9.00 a. m. Daylight Train, 10.00 p. m. Fast Mail and 10.15 p. m. Night Express. Call on any agent for tickets or address

461 Broadway - New York/435 Vine St., - Cincinnati  
601 Ches't St., Philadelphia/507 Smith'd St., Pittsburgh  
388 Washington St., Boston/234 Superior St., Cleveland  
301 Main St., - Buffalo/17 Campus Martius, Detroit  
212 Clark St., - Chicago/2 King St., East, Toronto, Ont.



## DIVINITY CLASSICS.

### TWO VOLUME SETS.

Dainty little sets in exquisite uniform bindings.

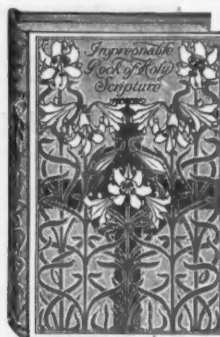
These are the most beautiful bindings we have ever offered; a suitable dress for the pure, wholesome, uplifting literature contained within.

They are bound in Half Vellum and put up in a handsome box. Just the thing for a present.

Price per Set, postpaid, only.....50 cts.  
Single volumes at.....45 cts.

1. Kept for the Master's Use .....Frances Ridley Havergal
2. My King and His Service .....Frances Ridley Havergal
3. My Point of View.....Selections from Drummond's Works
4. Of the Imitation of Christ .....Thomas a Kempis
5. Addresses .....Phillips Brooks
6. Natural Law in the Spiritual World .....Henry Drummond
7. Addresses .....Rt. Rev. Phillips Brooks
8. Abide in Christ .....Rev. Andrew Murray
9. Like Christ .....Rev. Andrew Murray
10. With Christ .....Rev. Andrew Murray
11. Holy in Christ .....Rev. Andrew Murray
12. The Manliness of Christ .....Thomas Hughes
13. Addresses to Young Men .....Rev. Henry Ward Beecher
14. With Christ in the School of Prayer .....Andrew Murray
15. Holy in Christ .....Andrew Murray
16. The Pathway of Safety .....Ashton Oxenden
17. The Pathway of Promise .....F. B. Meyer
18. Steps Into the Blessed Life .....F. B. Meyer
19. The Throne of Grace .....R. W. Church
20. The Message of Peace .....Ashton Oxenden
21. The Christian Life .....Charles H. Spurgeon
22. John Ploughman's Talk .....Charles H. Spurgeon
23. John Ploughman's Pictures .....Charles H. Spurgeon
24. Daily Food .....Charles H. Spurgeon
25. Gold Dust .....Charles H. Spurgeon
26. Peep of Day .....Charles H. Spurgeon
27. Line Upon Line .....Charles H. Spurgeon
28. Morning Thoughts .....Frances Ridley Havergal
29. Evening Thoughts .....Frances Ridley Havergal

**PERRIN & SMITH, Publishers,**  
217 Olive Street, St. Louis.



## DEVOTIONAL SERIES.

An entirely new line of standard Religious Literature, carefully printed on fine paper; bound in Full White Vellum, handsome new design in gold and monotypes, with full gold edges, and put up in a neat box. Each volume contains a portrait of the author and an illuminated photogravure title page.

Postpaid.....50 cts. each.

1. Kept for the Master's Use .....Frances Ridley Havergal
2. My King and His Service .....Frances Ridley Havergal
3. My Point of View.....Selections from Drummond's Works
4. Of the Imitation of Christ .....Thomas a Kempis
5. Addresses .....Henry Drummond
6. Natural Law in the Spiritual World .....Henry Drummond
7. Addresses .....Rt. Rev. Phillips Brooks
8. Abide in Christ .....Rev. Andrew Murray
9. Like Christ .....Rev. Andrew Murray
10. With Christ .....Rev. Andrew Murray
11. Holy in Christ .....Rev. Andrew Murray
12. The Manliness of Christ .....Thomas Hughes
13. Addresses to Young Men .....Rev. Henry Ward Beecher
14. The Pathway of Safety .....Rt. Rev. Ashton Oxenden
15. The Christian Life .....Rt. Rev. Ashton Oxenden
16. The Throne of Grace .....F. B. Meyer
17. The Pathway of Promise .....F. B. Meyer
18. The Impregnable Rock of Holy Scripture.....W. E. Gladstone
19. Steps Into the Blessed Life .....Rev. F. B. Meyer
20. John Ploughman's Talk .....Rev. Charles H. Spurgeon
21. John Ploughman's Pictures .....Rev. Charles H. Spurgeon
22. The Message of Peace .....Rev. R. W. Church
23. The Changed Cross and Other Religious Poems.....
24. Gold Dust .....Charles H. Spurgeon
25. Daily Food for Christians .....Charles H. Spurgeon
26. Peep of Day .....Charles H. Spurgeon
27. Line Upon Line .....Charles H. Spurgeon
28. Precept upon Precept .....Charles H. Spurgeon
29. The Prince of the House of David.....Rev. J. H. Ingraham
30. Jessica's First Prayer and Jessica's Mother.....Heba Stretton

**PERRIN & SMITH, Publishers,**  
217 Olive Street, St. Louis Mo.

## NEW ILLUSTRATED CLASSICS.

POST-PAID, ONLY 35 CENTS. HANDSOMEST BOOK EVER SOLD AT THE PRICE.

Here is a magnificent collection of the masterpieces of English and American Literature, handy volume size, large type editions. Each volume contains illuminated title pages, with portrait of author and numerous engravings. They are bound in full cloth, ivory finish, ornamental inlaid sides and backs. Each book put up in a neat box. Sent by mail, post-paid, for **ONLY 35 CENTS.**



- Confessions of an Opium Eater—  
De Quincey.  
Treasure Island—Stevenson.  
Carmen—Prosper Merimee.  
A Sentimental Journey—Lau-  
rence Sterne.  
The Blithedale Romance—Haw-  
thorne.  
Bab Ballads and Savoy Songs—  
W. H. Gilbert.  
Fanchon—George Sand.  
John Ploughman's Talk—  
Spurgeon.

- Cranford—Mrs. Gaskell.  
A Window in Thrums—Barrie.  
Rab and His Friends—Brown.  
Vicar of Wakefield—Goldsmith.  
Idle Thoughts of an Idle Fellow—  
J. K. Jerome.  
Tales from Shakespeare—Charles and  
Mary Lamb.  
Sesame and Lilies—Ruskin.  
Ethics of the Dust—Ruskin.  
Pleasures of Life—Sir John Lubbock.  
Scarlet Letter—Hawthorne.  
House of the Seven Gables—Haw-  
thorne.  
Mosses from an Old Manse—Haw-  
thorne.  
Twice Told Tales—Hawthorne.  
Bacon's Essays.  
Emerson's Essays—1st Series.  
Emerson's Essays—2d Series.  
Representative Men—Emerson.  
Thoughts, Marcus Aurelius.  
Discourses, Epictetus.  
Imitation of Christ—Thomas  
A Kempis.  
Lowell's Poems.  
John Ploughman's Pictures—  
Spurgeon.  
The Manliness of Christ—Thomas  
Hughes.  
Beecher's Addresses to Young  
Men.  
The Autocrat of the Breakfast  
Table—Holmes.  
Mulvaney Stories—Kipling.  
Kipling's Ballads.  
Ten Nights in a Bar Room—  
Arthur.

- Drummond's Addresses.  
Chesterfield's Letters.  
Reveries of a Bachelor—Ik. Marvel.  
Dream Life—Ik. Marvel.  
Sartor Resartus—Carlyle.  
Heroes and Hero Worship—Carlyle.  
Uncle Tom's Cabin—Mrs. Stowe.  
Essays of Elia—Charles Lamb.  
My Point of View—Selections from  
Drummond's Works.  
Sketch Book—Irrving.  
Kept for the Master's Use—Havergal.  
Lucille—Owen Meredith.  
Lalla Rookh—Thomas Moore.  
Lady of the Lake—Scott.  
Marmion—Scott.  
Princess and Maud—Tennyson.  
Child Harold's Pilgrimage—Byron.  
Idylls of the King—Tennyson.  
Evangeline—Longfellow.  
Longfellow's Poems—Vol. I.  
Longfellow's Poems—Vol. II.  
The Queen of the Air.  
Whittier's Poems—Vol. I.  
Whittier's Poems—Vol. II.  
Morning Thoughts—Havergal.  
Evening Thoughts—Havergal.  
In Memoriam—Tennyson.  
Coming to Christ—Havergal.  
The House of the Wolf—Stanley  
Weyman.  
The Changed Cross and Other Re-  
ligious Poems.  
Laddie and Miss Toosey's Mission.  
Phantom Rickshaw—Kudyard Kip-  
ling.  
Steps Into the Blessed Life—Rev. F.  
B. Meyer.

- Poe's Poems.  
Bryant's Poems.  
Holmes' Poems.  
Greek Heroes—Charles Kingsley.  
A Wonder Book—Hawthorne.  
Undine—Fouque.  
Brooks' Addresses.  
Balzac's Shorter Stories.  
Two Years Before the Mast—Dana.  
Autobiography of Benjamin Frank-  
lin.  
Last Essays of Elia—Charles Lamb.  
Tom Brown's School Days—Hughes.  
Poe's Weird Tales.  
The Crown of Wild Olive—Ruskin.  
Natural Law in the Spiritual World—  
Drummond.  
The Romance of a Poor Young Man—  
Octave Feuillet.  
Black Beauty—Anna Sewell.  
Camille—Alexandre Dumas, Jr.  
The Light of Asia—Sir Edwin  
Arnold.  
The Lays of Ancient Rome—  
Macaulay.  
Daily Food for Christians.  
Adventures of a Brownie—Miss Mu-  
lock.  
The Impregnable Rock of Holy  
Scripture—William E. Gladstone.  
Kidnapped—Robert L. Stevenson.  
The Prince of the House of David—  
Ingraham.  
Tanglewood Tales—Nathaniel Haw-  
thorne.  
The Song of Hiawatha—Henry W.  
Longfellow.

Address, Perrin & Smith, Publishers, 217 Olive St., St. Louis, Mo.